

Monmouth College Library



MONMOUTH COLLEGE

MONMOUTH, ILLINOIS

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1974-75 CATALOG

MONMOUTH COLLEGE CALENDAR

1974-75

First Term

September

- 9 Registration 8:00-12:00
Classes start 1:00 pm
- 13 End of first week 4:30 pm
Last day to change registration
without charge
Last day to add courses

October

- 11 End of fifth week 4:30 pm
Last day to drop courses
Mid term warning grades due
12:00 Noon
- 25 End of seventh week 4:30 pm
Incomplete grades due
- 30 Pre-registration 1:30-4:00
Morning classes meet as usual
Afternoon classes do not meet

November

- 15 Last day of classes 1st term
- 16, 18-19 Final Exams 1st term
- 21 Thanksgiving
- 25 Classes start Interim Term

December

- 18 Last day of classes Interim Term
- 25 Christmas

Second Term

January

- 6 Registration 8:00-12:00 1:00-4:00
First day of classes (classes meet
all day)
- 10 End of first week 4:30 pm
Last day to change registration
without charge
Last day to add courses

For admission information:

Telephone - 309/457-2131
Write -Director of Admissions
Monmouth College
Monmouth, Illinois 61462

Illinois residents may call toll free

- 800/322-8411

February

- 7 End of fifth week 4:30 pm
Last day to drop courses
Mid term warning grades due
12:00 Noon
- 12 Pre-registration 8:30-11:00 pm
Morning classes do not meet
Afternoon classes meet as usual
- 21 End of seventh week 4:30 pm
Incomplete grades due

March

- 12 Last day of classes 2nd term
- 13-15 Final Exams 2nd term

Third Term

- 24 Registration 8:00-12:00 1:00-4:00
First day of classes (classes meet
all day)
- 28 End of first week 4:30 pm
Last day to change registration
without charge
Last day to add courses

April

- 25 End of fifth week 4:30 pm
Last day to drop courses
Mid term warning grades due
12:00 Noon

May

- 9 End of seventh week 4:30 pm
Incomplete grades due
- 14 Pre-registration 1:30-4:00
Morning classes meet as usual
Afternoon classes do not meet
- 30 Last day of classes
- 31 Final Exams

June

- 2-3 Final Exams
- 7 Commencement

Cover design by Gen Kobayashi, Freshman



Monmouth College

was founded in 1853 by a group of Scotch-Presbyterian citizens of the city of Monmouth, Illinois. Created with the pioneer spirit of optimism and vigor, the College has perpetuated the fervor of those young countrymen.

As Monmouth College grew, it became a leader in the area of education. Monmouth was one of the first colleges in the nation to admit women on an equal basis with men, and one of the first in the Midwest to be accredited for the preparation of chemists by the American Chemical Society. Monmouth College helped establish the Associated College of the Midwest, a consortium of now 12 outstanding independent liberal arts colleges, which provide additional unique opportunities for their students.

Monmouth at a glance



A private, coeducational, liberal arts college
Student enrollment of 900 and faculty of 65 makes
student/faculty ratio 14:1

3:3 calendar (three-course term, three term year)
allows concentrated study with time to
learn along the way.

Interim terms in the summer and during the month
of December provide an opportunity to
squeeze in extra courses to catch up, get ahead,
or expand your interest area. Often special
courses are offered during these mini-terms.

21 possible majors touch every facet of the
liberal arts with strong leadership from the
faculty (61% holding Ph.D. degree).

Versatile major options allow you to approach your
education as you prefer.

*Divisional Major allows a major in several
closely related fields;

*Topical Major lets you link together courses
from two or more departments based on one
special theme;

*General Studies Major may consist of
upper level courses from any number of
departments for the broadest possible liberal
arts education.

Intercollegiate athletic competition in football,
cross country, basketball, swimming, wrestling,
baseball, track, golf, tennis, and soccer.

Wide variety of living centers including traditional
residence halls and clustered tower residence
halls with option for unlimited hours
and co-educational combinations.

Career Development Center and Consultation
Services to assist you in making personal and
vocational goals throughout the college years.

Variety of student organizations and an autonomous
student government with student representation
on faculty and Senate committees.

Strong sense of community developed from a
small college located in a growing Midwest
Illinois community.

Broad opportunities for action learning in
every department and for first-hand experience
in meaningful career-oriented involvement.



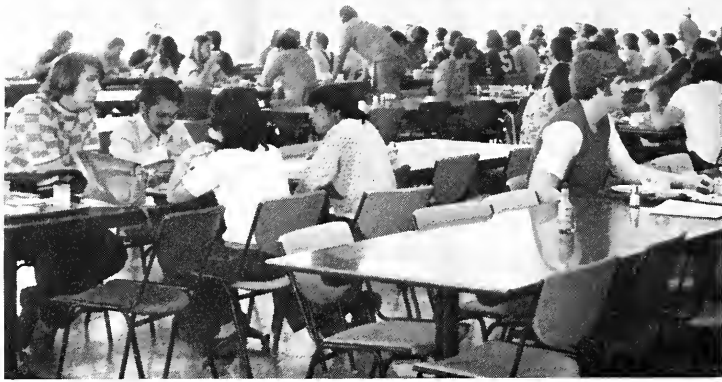


developing as a person

It is a slow . . . gradual process. Yet day by day . . . with each new experience and challenge . . . great changes seem to come over your life during college years. Each day as it comes, seems little different than the one before. But look back just a few weeks, and already your perspective seems to have become broader, your outlook more real, your expectations more sure.

There are so many ways to grow and learn at Monmouth College. By doing something you might never have dared to undertake before . . . because it is expected of you. By strongly interacting with and reacting to others . . . because you feel sure of your beliefs. By achieving far better in your studies . . . because your professor took the time to help you become aware of the broad scope of what you're learning.

You'll find study at Monmouth College has all the marks of a quality liberal arts education. Even more, you'll find learning for everyday living—an education which prepares you to approach any decision-making situation with thoughtful creativity and strength. You will be educated with skills to help you achieve your professional goals and with understanding to insure a meaningful creative life.



experiencing

Life on any campus has a unique quality all its own. The personal touch reigns high among Monmouth's students. They find it in the classroom, together in living centers, in student activities and organizations, in associations with their instructors, in their everyday lives on campus and in the Monmouth community.

Monmouth students, all part of this close-knit community, come from 32 states and 7 foreign countries. They have a variety of economic and sociological backgrounds with a variety of interests and goals, but they are all interested in personalized education—a Monmouth characteristic.

Recognizing that college students are mature, young adults and individuals, student life is developed around an aura of realism and responsibility.

Programs and policies for every aspect of life at Monmouth aim to maximize students' creativity and acceptance of themselves, their goals, and their peers.

At Monmouth College you will find that the experience of living on campus is an important part of your educational and personal development. The college has done much to provide a wide range of living style options, recognizing that students—as individuals—have widely varying preferences. Each hall on the Monmouth campus has developed its own distinctive identity and living style. Some of the halls are constructed in the traditional, corridor fashion; some cluster a group of rooms around a lounge and study area; another is built with a series of eight student quads (four double rooms) with private outside entrances to each student room. Students have the option to live in coeducational housing and the privilege to hold keys to the residence halls providing unlimited hours.



There are six national social fraternities and four national sororities on campus, including the founding chapters of Pi Beta Phi and Kappa Kappa Gamma, the nation's first two college sororities. Three of the fraternities maintain their own individual houses near the campus and the other three are housed in a newly-built fraternity complex. The sororities' members do not have individual chapter houses, but they maintain separate chapter rooms in the special sorority meeting house.



learning

Now that we've talked about student life, the campus and activities, what about the academic program—the real reason you attend college.

The main reason for Monmouth's existence is to provide YOU with a top-quality undergraduate education. You'll be taught by the best professors—those who, at other schools, are usually saved for senior or graduate level courses. Here, all department chairmen teach freshman courses. Their experience and expertise are for your benefit. Each Monmouth professor takes a deep personal interest in the subject he or she is teaching, and in the students in the class.

The largest freshman classes average 30 students; upper division seminars may have only three or four students. The educational process is an active, informal, personal experience.

Each department at Monmouth College has a wide number of courses from which to choose to complete your specific major. In addition, you will be taking two or three courses from all other divisions—providing the broad liberal arts background you are seeking. At Monmouth, we feel this part of your education is very important. Sure, it's important to prepare for a career through your major. It's equally important that you are prepared to adapt your knowledge and your talents to the changing needs and demands that will crop up throughout your lifetime.

achieving

The traditional departmental major typically consists of no less than eight term courses in one topical area, Spanish, for example. At Monmouth College, juniors and seniors are allowed a broad scope of independent study projects and special seminars with the topic determined by the students and the instructor.

The divisional major combines a minimum of 12 term courses from one division. A divisional major in the natural sciences, for example, might include eight courses in biology, chemistry and physics for a broader look at the sciences.

A topical major is almost unique to Monmouth College. You may have a particular interest, urban ecology, for example, which does not fit any of the traditional major possibilities. You and your advisor would design a program of courses especially for you which might include sociology, statistics, economics, biology and chemistry courses. You would then complete the requirements of your special program as you would for any other major. Some examples of topical majors currently being pursued at Monmouth are Medical Art; the Culture, History and Language of Japan; and Hospital Administration.

The general studies major is designed for the student who wants the broadest possible exposure to different fields of study. The major consists of eight upper level courses from as many different departments, related or otherwise, as the student wishes. This major is ideal for the student who is yet undecided upon his major interest or who wishes a broad education for a variety of jobs in sales and human service.



understanding yourself and your world

"Monmouth College, as a liberal arts community, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of themselves and their world.

The curriculum is designed to provide a broad understanding of the physical world, of human society, the arts, and the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of value, creativity and a desire to continue a lifelong quest for knowledge; to provide the students with a foundation for entry into the world of industry and commerce, the various professions, or graduate study.

The concern of Monmouth College is with the individual student; his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly effective young men and women who will in turn render a service to society."

The Monmouth Faculty





A Monmouth education is an individual experience, the breadth and extent of it limited only by the student's willingness to choose to learn from a broad range of major fields of study, independent programs, work experiences, volunteer programs, internships, off-campus programs and a broad array of social and cultural opportunities.

Students are encouraged to make commitments, define goals, and develop competences to enable them to choose wisely and to take initiative in directing their own and their society's destiny. At Monmouth, one purpose of education is to help each man experience more fully, live more broadly, perceive more keenly and feel more deeply in order to gain self-fulfillment and wisdom to see that his own fulfillment is intricately involved with the general welfare.

Diversity and individuality, both in the student body and the academic program, are a part of Monmouth's purpose also. Monmouth students, all part of a community of learners, come from 32 states and 7 countries.

STUDENT LIFE

Students have a variety of economic and sociological backgrounds including a wide array of religious affiliations. Monmouth students are encouraged to be tolerant, to seek understanding and to develop abilities to make informed and responsible decisions characterized by reason and imagination, insuring freedom and the dignity of man.

All members of the Monmouth College community share in the responsibility for the development and respect of conditions that encourage this freedom to learn and develop. The governance structure is designed to encourage candid and reasoned evaluation of academic, administrative and social issues.

GOVERNANCE

Monmouth's system of governance basically involves three bodies who work together to make decisions regarding the nature and operation of the College.

The Monmouth College Senate. The Senate of Monmouth College is the ultimate authority of the corporation and is the final authority in the management, conduct and control of college matters. The body is composed of not fewer than 18 nor more than 33 directors, together with 9 trustees. Senate members come from widely varied geographical areas and represent a broad range of occupations and professions. Three students serve in an advisory capacity to the College Senate. Their participation insures student voice on the highest governing board of the college.

The Faculty. As stated in the charter of Monmouth College, the faculty has the power to ordain, regulate and establish the courses and modes of instruction to be pursued, and has the power to adopt and enforce such rules and regulations as are deemed expedient for the government of the institution. Through its committee structure, the faculty intensively investigates and discusses for the purpose of formulating and implementing policies. Students participate as voting members on all standing committees unless the statute charging that committee specifically excludes student membership.

The Student Association. The Student Association is the body politic of Monmouth College students. Its executive officers, elected representatives, committees and boards, govern and promote student activity and involvement in the college in accordance with the constitution and by-laws of the Association.

The Student Senate, made up of the executive officers and elected student representatives, is the chief representative body of the students. The Student Senate presents the opinions and wishes of the students directly to the faculty, administration, and the college senate

through their direct participation on virtually all college committees.

Rights and Responsibilities. The maximizing of individual freedom within a context of social responsibility characterizes life at Monmouth. The Student Handbook describes the rights students enjoy as members of the college community and also reflects the responsibilities they share individually and collectively toward one another to insure the maintenance of the college's residential and educational community; the protection of property; the safety of individuals; the legal status of the college; and the protection of the rights of the community members.

Monmouth considers it very important that students learn to exercise good judgment and assume responsibility for self, others, and the community. Every student is responsible for knowing the contents of the Student Handbook.

COMMUNITY ACTIVITIES BOARD

One of the major responsibilities of the Student Senate is to allocate student activity fee funds to various student groups. The Community Activities Board (CAB) is one organization which receives such fees. The CAB is a group of students who plan concerts, films, coffee house programs, lectures, exhibits, and other entertainment for students. These activities are as diverse as the Monmouth students. During the last two years activities on campus have included:

- Senator Charles Percy
- Linda Jenness, president of the Social Workers Party
- Periodic rock concerts with Chicago groups
- Illinois State Symphony
- Winter Consort
- Darlene Blackburn Dance Troupe
- David Harris, anti-war advocate
- Mad Mountain Mime Troupe
- Shirley Chisholm, presidential candidate
- Flash Cadillac and the Continental Kids
- University of Illinois Symphony
- International Film Festival
- Creativity Film Festival
- International Week
- Black Exposition
- National entertainment through Coffee House
- Circuit program

In addition concerts are given by local faculty and student groups. Art exhibits, traveling art shows and craft demonstrations also appear on campus. Monmouth's music and theatre departments also sponsor a broad range of concerts and theatrical productions.

The area surrounding Monmouth offers a wide range of recreational opportunities that include tennis courts, two

18 hole golf courses, baseball diamonds, bowling lanes, the Mississippi River and several film theatres. A 45-minute drive is all that is necessary to participate in the activities of the Quad Cities metropolitan area.

COMMUNITY ORGANIZATIONS

Opportunities for student involvement in campus organizations are many and varied.

Honor societies are in abundance at Monmouth College. In addition to national freshman honoraries, upperclass honoraries such as Mortar Board for senior women and Beta Beta Beta, national honorary biology fraternity, have chapters on campus. Other examples are Eta Sigma Phi (classics), Psi Chi (psychology), Pi Gamma Mu (social science) and Blue Key (service and scholarship).

A variety of fine arts organizations include Crimson Masque, the college dramatic society. Musical organizations include the Chamber Choir, the Monmouth College Highlanders, the Sound of Five, the Jazz Band, Small Instrumental and Vocal Ensembles, the Concert Choir and the Wind Ensemble.

Other organizations on campus include the Women's Recreational Association, International Club, Black Action and Affairs Council, "M" Club (for letter winners in varsity sports), Modern Dance Club, and Flying Club to mention a few.

Four social sororities and six fraternities are represented on the Monmouth campus. The fraternities, Alpha Tau Omega, Sigma Alpha Epsilon, Sigma Phi Epsilon, Tau Kappa Epsilon, Theta Chi, and Zeta Beta Tau, have individual chapter houses. The four sororities, Alpha Xi Delta, Kappa Delta, Kappa Kappa Gamma, and Pi Beta Phi, do not have individual chapter houses but jointly use Marshall Hall, where they maintain chapter rooms. Approximately one-third of the student body are members of fraternities and sororities.

VOLUNTEER EDUCATIONAL EXPERIENCES

The Monmouth College Community and the city of Monmouth have, for many years, enjoyed a fine relationship. Much of this is due to the support of civic programs by the College and by continuing support of the College by the citizens of Monmouth.

Possibilities for volunteer service and rewarding educational experiences in the Community and the Monmouth area are many. Among them are:

Warren Achievement Center—Provides students opportunities to work in a variety of social service programs including facilities for mentally handicapped children and adults and community programs for the aged and culturally handicapped.

Applegate Inn Nursing Home—Offers an opportunity for students to aid in meeting the needs of the elderly, whether it be writing letters, reading, or entertaining.

Jamieson Center—Is a place where students are fully appreciated by staff and participating youngsters. Much can be done by students who wish to work and become involved with socially deprived children.

The Y.M.C.A.—Offers a stimulating recreational program where college students are active in coaching, instructing and management.

The Boy Scouts and the Girl Scouts—Rely on college students for leadership and counseling.

Achievement Industries—Has a great need for volunteers to aid and assist in the instructing of handicapped adults who are learning a job.

The American Red Cross Bloodmobile—Calls upon the College community each year to be responsible for the setting up of their unit and for meeting their monthly quota. The students organize this visit and receive good support.

Churches—Provide many opportunities to work in the church structures in Monmouth. Many churches depend upon the college students to be choir directors, pianists, organists, soloists and to help with various youth groups.

Public Schools—Welcome students who wish to act as student aids, help with tutoring or assist with remedial reading.

Fund Drives—Two major fund drives are handled in part by Monmouth College students. They offer their services for the Heart Fund and the Cancer Fund and are called upon to assist with other charitable drives.

Communications—Students have broad opportunities to develop applied skills in the rapidly developing field of communications. The student-owned and operated radio station WMCR has given many students the opportunity to develop professional skills and to find immediate job placement. For others it has been a way to apply knowledge gained in electronics, English, music, and government classes. The student-owned and operated newspaper, *The Oracle*, gives students these same opportunities. In addition, students have the opportunity to work on the yearbook, *The Ravelings*, the literary magazine, *Wells Elevator* and also develop skills in audio visual equipment, including closed circuit T.V.

Audio-Visual Services—An integral part of educational technology and a career area in communication

specialization, audio-visual services on campus is a department offering both communication equipment advice and experience in the areas of photography (still and motion picture with sound adaptation), drawings, lettering, copies, transparencies, graphs, posters, video-taping, audio-recording (with sound on sound, sound with sound, echo effects, dubbing, synchronization, mixing of multiple sound sources), sound reinforcement, multi-media systems. Services of the audio-visual department, its director and staff, are available to faculty members and students preparing communication projects for class assignments, special projects, individual study, independent study and campus activities.

ATHLETICS AND RECREATION

Monmouth is a member of the Midwest Intercollegiate Athletic Conference, which maintains competition at the varsity level among 10 of the institutions in the Associated Colleges of the Midwest. Monmouth's "Fighting Scots" battle in ten varsity sports: football, cross country, basketball, swimming, wrestling, baseball, track, golf, soccer and tennis. Freshmen are eligible to compete in all varsity sports. Monmouth has a proud record of support for its athletic teams, and approximately one of every six men participates in intercollegiate athletics.

The Women's Sports Program includes competition in basketball, softball, and volleyball with other Illinois universities and colleges.

The Intramural Sports Program provides an opportunity for every student to participate in some type of competitive sports activity as regularly as his or her interest, ability, and time will permit. Students representing dormitories, fraternities, sororities, and independents are organized into teams competing for trophies and awards. Activities include tennis, volleyball, cross country, table tennis, wrestling, swimming, basketball, bowling, handball, billiards, track, badminton, golf, softball, archery, and decathlon.

Lighted tennis courts and ice skating facilities are available on campus.

RESIDENT LIFE

At Monmouth College, living in one of the residence units offers opportunity for personal growth, intellectual development, social interaction and involvement through active participation. There are a wide variety of living styles from which to select, and students working with the Community Life Committee maintain and review this breadth of choices. Within each living unit, which is self-governed by the students, a small micro-community is developed which works toward individual growth and the development of a rational, effective and humane learning community. The coordinator

of Residence Life works with and supervises the staff of each of the living units.

Gibson Center is constructed in a series of quads (four double rooms) around a shared bath with private outside entrances to each student room. Students living in Gibson have unlimited guest visitation hours. Quads for men and quads for women are available in Gibson for those student who are 18 years of age or older or who have parental permission.

Winbigger Center for men is built in the traditional residence hall style with a comfortable lounge and TV room. It is carpeted to eliminate excessive noise. Winbigger residents also have unlimited guest visitation hours and students living there must be 18 or have parental permission. All room furnishings are movable.

McMichael Center for women features large rooms, wash basins in the rooms, large closets, high ceilings, carpeted lounges and proximity to the Student Center, dining room and classroom buildings. All furniture in student rooms is movable and room decor is almost limitless. McMichael has a restricted visitation policy.

Liedman Center has eliminated the long corridor effect of the more traditional centers. The twenty-four women on each floor live in double rooms or suites of four surrounding a floor lounge, bathrooms, and extra storage closets. The furniture in the rooms is of modern design and largely "built-in" for efficiency. There is also a large recreation room in the basement to provide group socializing to remove noisier activities away from the living areas. Liedman has unlimited guest visitation hours and women living there must be 18 years old or have parental permission.

Cleland Center is built in towers with men housed in one tower and women housed in the other tower. It features modern design and lounges in each wing that are adequate to serve as living rooms or entertaining areas. The room furniture is "built-in" for efficiency and maximum utilization of space. The recreation room, located in the basement provides an area away from student rooms for social functions. Cleland Center is available to men and women 18 years of age or older or who have parental permission. A floor for men and a floor for women will be provided where alcoholic beverages are not permitted. Students who desire such living arrangements should request Cleland Hall on their preference form. Cleland Hall has a restricted visitation policy.

The Fraternity Complex, opened in 1966, houses 3 of the 6 national fraternities on campus. The other fraternities maintain houses adjacent to the campus.

The latest statement on housing, as established by the Senate of the College, and consistent with the residential

college concept, is that all students must live on campus, except for those who are married or living with their immediate families in the Monmouth area.

Each Spring, returning students sign up for rooms based on their preference. New students are sent housing request forms during the summer months which describe housing available. Every attempt is made to honor students' living unit preferences.

Each residence hall has a Head Resident and several Resident Assistants. In addition, a Residence Hall Council is elected for each unit. The Residence Hall Council and the residence hall staff work together in helping residents to find satisfying individual and collective life styles which stay within the guidelines as stipulated in the Student Handbook.

All residence units are locked at 11:00 p.m. on weeknights and 12:00 p.m. on weekends. Each resident, however, is provided with a key allowing him access at all times.

Students of legal age are permitted the use of alcoholic beverages within the privacy of their own rooms. Alcoholic beverages are not permitted in public places or at public events. The College also adheres to state and federal laws in regard to the use of other drugs.

Students are permitted to bring motor vehicles to campus after proper registration.

Dining – Most students dine in the Student Center Dining Room. Students living in the Fraternity Complex have their private dining facilities as do those fraternities who maintain their own living units.

Private dining rooms are available for special occasions in the Student Center. All resident students are required to take their meals on campus.

THE CAMPUS

Monmouth's campus residence units are conveniently arranged so the student can walk to any other campus building within a few minutes. Graceful residences surround the campus, which is only a ten minute walk from the local theater, shopping district, and public library.

For over sixty years students at Monmouth College have prepared for the demands of modern society in *WALLACE HALL*, the main academic building on the campus. It contains classrooms, faculty offices, faculty and student lounges, a language laboratory, and study carrels.

The *HEWES LIBRARY*, completed in 1970, is fully carpeted and air-conditioned. It provides great variety of study space including individual study carrels, seminar rooms, lounge areas, and a reading terrace for outdoor study during warm weather. Each year the faculty, students, and library staff select materials to enrich the collection which now totals 145,000 volumes. More than

800 American and foreign periodicals are currently received, and the library is a partial depository for U.S. government documents.

To provide rapid interlibrary service, the library is linked by teletype with other ACM libraries, with a periodical bank in Chicago, and with the Illinois Library Network. In addition, Monmouth participates in a shuttle service which delivers materials between local area colleges and public libraries.

Open access to materials and a liberal term loan policy encourage students to make use of the collection. Librarians are available during most of the hours the library is open to assist students in finding the materials they need.

The *HALDEMAN-THIESSEN SCIENCE CENTER* contains lecture rooms, laboratories for biology, chemistry, geology, physics, and psychology, faculty offices and a science library room. The building is constructed with laboratories and lecture rooms radiating from the central utility core.

CARNEGIE HALL contains the Student Development Offices, the student bookstore, the student newspaper office, as well as space for special projects and classes.

The *COLLEGE AUDITORIUM* is used for all major lectures, music, and religious events. *AUSTIN HALL*, home of the music department, contains practice rooms, classrooms, record and music library, and faculty offices. Located on the east side of the campus is the *ART CENTER*, with library, foundry, gallery, as well as painting, drawing and print-making studios. College theatrical productions are held in the *LITTLE THEATRE* or in the experimental theatrical space located in Carnegie Hall.

WOODBINE HALL houses the Education and the Economics and Business Administration Departments and classrooms.

The Monmouth College *STUDENT CENTER* is a center for all members of the college community, providing social, recreational and cultural activities. A snack bar, coffee house, billiard room, bowling alley, radio station, dining room, conference rooms and lounge areas characterize the building physically. Student Association, Ravelings, the Coordinator of Campus and Center Activities, and SAGA Food Service offices are in the Center.

The activities of the Center are governed by the Community Activities Board, composed of both faculty and students. Many students serve on committees which operate the Center.

STUDENT DEVELOPMENT SERVICES

Today's student body is characterized by a growing diversity of experiences, academic preparation, socio-economic background, general ability, career goals and value orientation. Some students may be haunted

by self-doubts and insecurities about the future. Others may have clarified their educational and vocational goals and have satisfying value systems.

In addition, this diversity within the student bodies of the 70's is cast in an extraordinarily rich, complicated and intense culture. Probably more so than ever, students today are consciously seeking to establish enduring commitments, a sense of purpose and meaning in their immediate and future lives, and a sense of belonging to a rewarding and humanly responsive community.

The Student Development staff is committed to foster through efforts of personal contact, skills, services, programs, residential living, and personal example, a community that is responsive to each person's needs of importance, purpose, community and love, i.e. the needs of personal satisfaction. The people and services are here to help you design a most meaningful experience in your life.

COUNSELING AND CAREER DEVELOPMENT—

Starting with the 3 day orientation in the fall, there is an emphasis upon helping each student develop educational and vocational goals. A faculty member is assigned as an adviser based on the student's initial college major interest. Students may change advisers at any time through initiating a request with the Registrar.

A college counseling service is available to all students to help them effectively deal with concerns about self, education, relationships with others, sexuality, study habits, home problems, etc. In addition to a full time counselor, members of the student development staff and living center staffs are available for consultation. The development of confidence in self and the establishment of independent resourcefulness in life planning are important parts of education.

For the benefit of all students seeking to determine educational and career goals, the Career Development Office provides a variety of services.

Students are provided assistance individually, in special group meetings, and through publications. As an adjunct to pre-enrollment achievement testing, interest surveys and personality inventories are administered to assist students in arriving at realistic career and educational goals.

Materials for self-help in career planning include a large collection of recorded career interviews, including a number made by alumni, and a vast collection of books, brochures and pamphlets describing careers and companies.

Students contemplating graduate study are offered assistance in applying for graduate school acceptance and financial aid. A large collection of catalogs of graduate and professional schools is available.

Placement services are also provided by the Career Development Office which includes establishment and maintenance of centralized, cumulative professional credentials and resumes, coordination of on-campus job interviewing, and the publication of job information.

HEALTH CENTER—Monmouth College maintains a campus nursing service and liaison with the Community Memorial Hospital and local physicians. Registered nurses are on duty during the day for referral and emergency treatment.

Medical advice by the staff and non-prescription medicines are available without charge at the Health Center.

Students are advised to ensure that they are covered by their family's health and hospitalization protection plan or have their own individual plan. A supplementary insurance program is available to students at a small charge.

A pre-entrance physical examination by a physician is required as a part of each student's enrollment requirements.

FINANCIAL AID—A director of financial aid helps students to meet their financial obligations. In addition to loans and scholarships, students may arrange, through this office, campus employment. Details of financial aid are found elsewhere in this catalog.

RELIGIOUS LIFE—Throughout its history, Monmouth College has maintained a close affiliation with the church of its founders, today the United Presbyterian Church in the U.S.A. The college affirms that it is important for people to have a belief system upon which they base their lives. While not attempting to intrude on a student's beliefs, the College accepts the responsibility of challenging each student to explore the spiritual dimensions of life.

Through a variety of programs, including worship services on campus, spiritual retreats, field trips and church visitations by student groups, the religious life of students is stimulated and enriched.

The College actively supports cooperative endeavors in ecumenical programs and brings religious leaders of many faiths to the campus to speak in a religious setting, conduct seminars, lecture in classes, counsel students and contribute to a better understanding of religious belief and a deeper appreciation of the value of religious life.

ADMISSION



Monmouth College selects students who are intellectually alert and who have a curiosity for the world in which they live—students who can both profit from and contribute to the educational opportunities at Monmouth College.

Diversity within the Monmouth College student body does not happen by accident. It is rather the result of carefully selecting students from varied social and economic backgrounds and with differing interests and talents.

Admission to Monmouth College is open to men and women of all races and religious backgrounds.

Freshmen applicants for admission should have an overall grade average of "C" in high school, have been enrolled in a college preparatory curriculum, and have satisfactory SAT or ACT scores.

Freshmen planning to enroll in a mathematics course at Monmouth are required to take the SAT Achievement Test in Mathematics.

Freshmen planning to enroll in a foreign language course at Monmouth are required to take the SAT Achievement Test in that language for which they were enrolled in high school.

All test scores should be forwarded to the Office of Admissions at Monmouth College.

Transfer applicants for admission should have a cumulative grade point average of 2.00 or higher from an accredited college or university and be able to present a positive recommendation from the Dean of Students Office at the last institution attended.

Because human characteristics may indicate valid reasons for success, students not meeting the requirements listed above may be considered individually. Such qualities as value patterns, experiences, commitments, stability, and talents affect the Committee's decision as do the more traditional statistical factors.

Students previously enrolled at Monmouth College and wishing to seek "re-admission" will be considered on the basis of their past record at Monmouth College both academically and socially. Educational experiences undertaken at other institutions since leaving Monmouth College will also be considered. Requests for "re-admission" should be made to the Director of Admissions.

Students who are not candidates for a degree or who do not wish to enroll full-time are considered "special students." The student should request permission to enroll. If a "special student" wishes to become a degree candidate or enroll full-time, the admission requirements must then be completed.

PROCEDURES

Monmouth College processes applications for admission as soon as the Office of Admissions receives all of the necessary materials. Applicants will be notified periodically of materials that are needed to complete an application for admission. However, candidates for admission should contact the Office of Admissions if there are unusual delays in the processing of an application.

All application materials should be returned to: Director of Admissions, Monmouth College, Monmouth, Illinois 61462.

Freshman Applicants

Freshman applicants are invited to submit the application for admission upon completion of the junior year of high school. All applicants must complete the procedures indicated below:

1. Submit the application for admission.
2. Submit the scores of either the SAT or ACT. Testing dates and locations as well as other information may be obtained from the high school guidance counselor or the Director of Admissions.

Students planning to enroll in a mathematics course or foreign language course are required to take the SAT Achievement Test in Mathematics or the Achievement Test in the language in which they were enrolled in high school.

3. Request the high school guidance counselor or principal and the English teacher to complete and return the Monmouth College recommendation forms.
4. Submit a high school transcript after the completion of the junior year of high school. A final transcript will be required at the completion of the senior year.
5. Freshman applicants who have been out of high school a year or more and have not begun their college education must prepare a statement indicating their activities since graduation from high school.

Candidates for admission must present 15 secondary school units including English, history, social science, mathematics, and natural science. A unit is a subject carried for one school year.

Transfer Applicants

Students wishing to transfer to Monmouth College from other four-year colleges and universities or from two-year colleges will find the transition to Monmouth College can be accomplished with minimal disruption of their educational program. All applicants must complete the procedures indicated below:

1. Submit the application for admission.
2. Request the high school to send a transcript of grades and test scores.
3. Request official transcripts to be sent from each college or university attended. Failure to do so may result in the student's inability to register for the succeeding term.
4. Request the Dean of Students at the last institution attended to complete and return the Monmouth College recommendation form.
5. If a transfer applicant has been out of college one or more terms, a statement must be provided indicating why the student left college, what he has been doing since leaving college, and why he wishes to return.

Re-Admission Applicants

Students previously enrolled at Monmouth College and who wish to re-enter the College must complete the procedures indicated below:

1. Write a letter requesting re-admission, indicating why the student left college, what the student has been doing since leaving college, and why the student wishes to return.
2. Provide original transcripts of all college work attempted since leaving Monmouth College. If the student has attended another college he should also request the Dean of Students at that college to complete the Monmouth College recommendation form for transfer students.

3. This applicant must have satisfied all previous accounts with the Business Office of Monmouth College.

Special Students

Individuals within the local community and area are encouraged to avail themselves of the educational opportunities of Monmouth College. Persons wishing to enroll as part-time students or non-degree candidates may do so by following the procedures indicated below:

1. Receive permission to enroll as a "special student."
2. Discuss with the registrar course enrollment.

Should a "special student" desire at a later date to enroll full time or become a degree candidate, admission procedures will need to be completed.

NOTIFICATION OF DECISION

Upon receiving the required application materials, the Admissions Committee then reviews the student's application. The candidate is usually informed of the committee's action within ten days after receiving all necessary materials.

CANDIDATE'S REPLY DATE

All admitted students are required to pay a Matriculation Fee of \$15 and a \$100 Tuition Deposit. A \$25 Room Deposit is required from those who will live in college housing.

The \$140 deposit for resident students and \$115 deposit for commuter students is due May 1. For further information and conditions regarding these deposits, please read "Advanced Deposit" – page 30.

EARLY DECISION

Monmouth College will offer admission to candidates on the basis of a three-year high school record and the results of either the SAT or ACT.

Candidates must rank in the top third of their high school graduating class at the completion of 6 semesters and provide above average test scores. All other admission requirements must be met.

Applications for Early Decision, including test results, must be filed by November 1 of the senior year in high school. Candidates will be notified of the decision by November 15. The admissions deposit is required by December 1.

Candidates should not apply for Early Decision unless expecting to accept a Monmouth College offer of admission, if it is forthcoming.

EARLY ADMISSION

Students may be considered for admission to Monmouth College without completion of a fourth year of

secondary school. Candidates making application for Early Admission will present unusually strong academic credentials, give evidence of the academic and social maturity necessary to succeed in college, and have the enthusiastic support of the secondary school in which they have been enrolled.

SINGLE APPLICATION METHOD – SAM

As a member of the Associated Colleges of the Midwest, Monmouth College offers the student who is interested in applying to two or three of the participating colleges* the opportunity to do so under a Single Application Method.

The candidate files an application with the first choice college, indicating a first and second alternate choice. If the college with which the application is filed is unable to offer admission, all credentials will be sent to the first alternate college. The transferring of credentials will continue until the student has been granted admission or until all of his preferences have been denied.

The deadline for receipt of SAM applications and supportive materials at the student's first choice college is February 1.

**Participating colleges include Beloit, Carleton, Coe, Colorado, Cornell, Knox, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf.*

ADVANCED PLACEMENT

Monmouth grants advanced placement, college credit and the reduction of the distribution requirements to entering students who have demonstrated college-level preparation. Advanced Placement tests of the College Entrance Examination Board, tests given at Monmouth during orientation week, and high school records may be used as a basis for granting advanced placement.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if it does not void necessary admission units. The granting of credit is authorized by the Dean of the College upon recommendation of the instructor who gives the course, the chairman of the department concerned, and the student's faculty advisor.

ADMISSION OF TWO-YEAR GRADUATES

In recognition of the significant role of the two-year college in the lives of many students, Monmouth College places a priority on the recruitment and educational counseling of these people.

Graduates of accredited two-year colleges, holding the A.A. degree, are granted junior status toward graduation at Monmouth College. Transcripts are evaluated individually regarding distribution requirements. However,

NON-HIGH SCHOOL GRADUATES

Students who have not completed high school but wish to apply for admission may do so by completing the following requirements:

1. Prepare a statement indicating why the candidate did not complete high school, what the person has been doing since leaving high school, and why the person now wishes to begin college.
2. Complete the application for admission.
3. Send a transcript of all secondary school work attempted.
4. Report the scores of the G.E.D. Test.
5. Report the scores of the SAT or ACT.

ENTRANCE CALENDAR

A student may apply for entrance to Monmouth College at four different academic periods.

Fall Term — September
Winter Term — January
Spring Term — March
Summer Term — June

Beginning dates as well as the last date of admission for each term will be found in the College Calendar.

CAMPUS VISITATION

Students are encouraged to visit the Monmouth College campus. Campus visitations are carefully planned, tailored to the needs of the student, and are intended to be informative for the student, rather than evaluative.

The student is encouraged to ask questions concerning the academic program, campus life, admissions procedures, and financial aid.

The student will have the opportunity to tour the campus, visit the faculty in academic areas of interest, and chat with Monmouth College students.

A campus visit can be made most profitable to the student when the Office of Admissions has several days notice. However, individual schedules of students and parents do not always permit this. Visits can be arranged on a day's notice.

Please write or call the Office of Admissions to schedule a campus visit. The telephone number is 309-457-2131.



Tuition and Fees

Charges for attending Monmouth College are commensurate with the high standards of academic excellence which the College maintains and advances. Tuition and fees of the individual student, however, cover less than the total cost of the Monmouth educational program. The balance is comprised of gifts to the College from its alumni, parents of students, friends, foundations, and corporations as well as income earned from endowments.

Tuition per term.....\$927.00

Room and Board per term..... 375.00
(21 meals per week)

Student Activity Fee per term..... 15.00

The charge for tuition is \$2,780 for the academic year. This includes instruction and laboratory fees, admission to all athletic contests, and plays. A student activity fee of \$45.00 for the year is assessed each student. This money is used by the Student Association to support the Community Activities Board, the yearbook, and literary magazine. It also serves to cover the cost of special convocations and social events on campus, and a yearly subscription to the school newspaper, *The Monmouth Oracle*. Charges for laboratory breakage and art supplies are billed at the end of each term. Additional funds, depending upon the student, should be budgeted for books, clothing, recreation, and other miscellaneous and personal items.

A full time course load at Monmouth is two (2) to four (4) courses. Regular tuition is charged for a full time load. A student taking other than a full time load will be charged a prorated tuition.

Tuition for less than two (2) and more than four (4) courses will be in proportion to the tuition charge based on the normal course load of three (3) courses. Example: One course, \$309.00; four 1/6 courses, \$51.50 above regular tuition (for 1974-75 academic year).

Room and Board Charges

The basic charge for room and board for the 1974-75 academic year is \$1,125. The first meal following a vacation

period will be the morning of the day classes are resumed. The dining room will be closed during the period between final examinations and registration for a new term.

Miscellaneous Fees

Matriculation fee.....	\$ 15.00
Student Teaching fee.....	10.00
(Education 450)	
*Course credit by examination.....	100.00
(Partial course credit is prorated)	
*Late Registration fee.....	10.00
Late Payment fee.....	10.00
*Changes of Registration fee.....	5.00
(After first week of classes in each term)	
Practice Room fee for piano, voice and instruments per term:	
One lesson weekly.....	7.50
Two lessons weekly.....	10.00
Practice Room fee for organ per term.....	20.00
Private lessons on a non-credit basis.....	25.00
<i>*These fees will not be billed to the parent and must be paid by the student prior to the time the action is taken.</i>	
(Private lessons in music on a credit basis are available at no extra tuition charge to those students registered as full-time students who qualify for credit status through auditions. Private lessons in music on a non-credit basis are available at \$25 per term.)	

Payments

All fees and charges are due and payable prior to the beginning of the term in which the student is enrolled. Students will not be permitted to register until their account has been paid in full or completed loan arrangements. Official enrollment is completed when fees due have been paid.

Students having outside scholarships or loans, not already credited to their account by day of registration, must have written confirmation from the source before they will be permitted to register.

Disabled Veterans will be treated as paid students if the Business Office has received VA Form 21E-1905 (Authorization and Certification of Entrance or Re-entrance Into Training) from the Veteran's Administration.

Students shall pay all accounts due the College in accordance with regulations set forth for such payments by the College.

While Monmouth College makes every effort to keep tuition and other expenses as low as possible, the College reserves the right to adjust tuition and fee schedules annually as required to maintain high quality educational programs.

Monmouth College participates in two Federal Loan programs which aid in the financing of a student's

education. These include the College Student Guaranteed Loan Program and the National Direct Student Loan Program.

Parents who desire to spread payment over several months may use the Monmouth College Pre-Payment Plan or one of several commercial plans available. Detailed information about these plans is available on request from the Business Office.

Advance Deposit

- (a) A Tuition Deposit of one hundred dollars (\$100.00) is required of all regular students accepting admission to the College. This deposit is applied to the student's account third term of his *senior* year.
- (b) A Room Deposit of twenty five dollars (\$25.00) is required of all students who will live in College housing. This deposit is refundable upon graduation, provided no room damage occurs.
- (c) If the student decides not to enroll after deposits have been paid, the \$25.00 Room Deposit and one-half (\$50.00) of the Tuition Deposit will be refunded **ONLY IF** written notification of this decision is received by the Office of Admissions prior to June 1st for the Fall Term. If the student has been admitted for the Winter, Spring, or Summer Term, notification must be received in writing thirty days (30) prior to the beginning of that term. No refunds will be made after the deadlines specified.
- (d) After a student is enrolled as a regular full time student at Monmouth College, the \$100.00 Tuition Deposit is non-refundable if the student withdraws during a term. *Enrolled* students must notify the Business Office in writing 30 days prior to the beginning of that term, in order to be eligible for a refund of the Tuition Deposit. No refunds will be made after the deadlines specified.
- (e) The \$15.00 matriculation fee paid by students when confirming their acceptance of admission is non-refundable.

Refunds

If a student withdraws from the College, refunds of tuition only will be made in the following manner:

Two weeks or less.....	80 percent
During the third week.....	60 percent
During the fourth week.....	40 percent
During the fifth week.....	20 percent
Thereafter.....	no refund

No refund of tuition is made to a student who drops a course or is dismissed or suspended for disciplinary reasons.

Refunds of board charges will be based on the unused portion of the term, less a penalty of two weeks.

Room rent is not refundable under any circumstances. Students unable to abide by residence hall regulations or who show marked unwillingness to cooperate with the head resident may be asked to move from their rooms without privilege of refund.

Special Students

Students who are not candidates for a degree are classified as special students. Permission to register as a special student must be obtained from the Dean of the College.

Part-time Students

Students enrolled for less than a two-term course load are considered to be part-time students. Written permission to be a part-time student must be obtained from the Dean of the College prior to the beginning of the term. Students carrying two or more courses must pay full tuition.

Auditing Courses

Full-time students may audit courses without credit and without charge in addition to their regular academic program. The students, however, must have the permission of the instructor and the approval of the Dean of the College by the end of the first week of the term. Written permission of the instructor is required before an audited course is listed on the student's permanent record. Part-time students will be charged \$145.50 per course audited.

Special Examinations

Students who are absent from a regularly scheduled hour examination may be permitted to take a special makeup examination at the discretion of the instructor. Students missing a final examination for any reason other than illness must petition the Petitions and Academic Status Committee, secure the instructor's approval, and pay a \$10.00 special examination fee in order to take a makeup examination.

Transcripts

A fee of \$1 will be charged for each copy of transcript requested. Transcripts will be issued only upon written request. All transcripts must be paid for before transcripts are issued. Unless all obligations to the College are paid, no transcripts will be issued.

FINANCIAL AID



FINANCIAL AID

All financial aid is considered supplemental to the family financial effort. Aid is awarded only after a standard need analysis, based on the family income and assets, has determined the amount of financial need. An applicant for financial aid at Monmouth College is required to submit either a Parents' Confidential Statement or a Student Financial Statement to College Scholarship Service. The applicant's financial need will then be computed on the basis of Monmouth College costs. The Student Financial Statement is used in the case of either a married student or a student that meets federal guidelines for being considered self-supporting.

The type of financial aid awarded a student depends on the student's financial need and the funds available in the various forms of financial aid. A student with a small need may have that need met with a single aid award such as a scholarship, loan, or student job. A student with a large need may have it met by a combination of all three.

Scholarships and grants are "gift" awards and no obligations are incurred in accepting such awards. Scholarships may be in larger amounts than grants, but require a higher level of academic performance for retention.

Loans and jobs are considered "self-help" awards since repayment or performance of duties are expected.

Monmouth College believes in the combining of "gift" and "self-help" monies in the packaging of individual financial aid awards.

The primary sources of funds for financial assistance are: institutional, state, federal, and private. Monmouth College — institutional — funds are used to provide scholarships, grants, and campus employment. State funds provide grants. Federal funds provide grants, loans, and employment. A family's own bank can provide assistance under the Guaranteed Loan Program. The awarding of funds from each of these sources is coordinated through the Student Financial Aid Office.

SCHOLARSHIPS

The Monmouth College Distinguished Scholar Award ranges up to $\frac{3}{4}$ tuition and is awarded to high school graduates who meet one of three qualifications:

1. National Merit Finalists or Semi-Finalists.
2. Valedictorians or Salutatorians with outstanding SAT or ACT scores.
3. Students who have received national recognition for achievement in the arts, humanities, natural sciences, or social sciences, and have achieved above average academic performance levels.

The Monmouth College Scholarship Award ranges up to \$1,500 and is awarded to students who meet one of the qualifications below:

1. Entering high school graduates in the upper 10% of their graduating class who have achieved above average scores on the SAT or ACT. A \$100 Award is made to each person regardless of financial need.
2. Honor graduates of 2-year colleges.
3. Enrolled Monmouth College students who did not qualify for a scholarship at the time of their admission but who have achieved the honor roll for three consecutive terms. Students qualifying for this award are responsible for notifying the Office of Student Financial Aid.

A grade average of "B" must be maintained in order to retain scholarship awards.

GRANTS

The Monmouth College Grant is awarded up to a maximum of \$1,000. It is made to high school graduates who may not rank in the upper 10% of their high school graduating class. The amount of this award is determined by the applicant's financial need as well as past academic performance.

Illinois State Monetary Award Program provides non-repayable assistance to financially needy students. Neither test scores nor high school records are assessed as necessary conditions to apply for funds. Monetary award winners must be Illinois residents and enrolled in college full-time. (2.5 term courses for this program). Students designated as Illinois State Scholars by the Illinois State Scholarship Commission must apply for the Monetary Award Program to be eligible for financial assistance.

All Monmouth College financial aid applicants residing in Illinois must make application to the Illinois State Scholarship Commission for the Monetary Award. They should request that it be computed for Monmouth College.

FEDERAL GRANT PROGRAMS

The Basic Educational Opportunity Grant Program is one of entitlement. A student is eligible who did not enroll in a post-high school program prior to July 1, 1973. Full-time enrollment in the college is required. Grant amounts are determined by the federal allocation of funds to the program, the amount the family is expected to contribute, as well as the institutional costs. Application materials are available from high school counselors, post offices, federal assistance agencies, and the Student Financial Aid Office of Monmouth College.

The Supplemental Educational Opportunity Grant Program is for a student with exceptionally high financial need, who would not be able to continue an educational program without this assistance. These funds are awarded at the discretion and judgment of the financial aid officer on campus.

Law Enforcement Educational Program — LEEP — funds are available to a student enrolled in a professional course of study in law enforcement. This program consists of both loans and grants.

LOANS

The National Direct Student Loan Program permits a student to borrow up to \$5,000 for undergraduate educational costs. Applicants are required to demonstrate financial need and be enrolled at least half-time. The rate of interest is 3% and does not begin until at least 9 months after the borrower ceases to be enrolled at least half-time. Scheduled re-payment of loan principal does not begin until that time and may extend over a 10 year period.

Partial cancellation at specified rates is possible for borrowers who teach the economically, mentally, emotionally, or physically handicapped, as well as Headstart teachers and veterans of combat areas.

The Guaranteed Loan Program is federally sponsored and administered largely through "state assistance for higher education agencies." Students borrow directly from banks, savings and loan associations, credit unions, or other participating lending institutions. Financial need is a requirement. Under certain conditions the federal government will pay interest charges. Repayment begins 9 to 12 months after the student ceases to be enrolled in school. The current interest rate for Guaranteed Loans is 7%.

United Student Aid Funds, Inc.

Loans granted through the United Student Aid Funds, Inc., also are available. This is a national non-profit

corporation established to endorse bank loans up to \$1,500 a year at a maximum of seven per cent interest to deserving college students who could not otherwise obtain such loans. Applications are available from the Office of Student Financial Aid or participating lending institutions.

Veterans and Social Security Aid

Financial assistance is available to veterans of the Armed Forces through Public Laws 358 and 550. Benefits vary depending on the number of dependents. Students who are eligible should apply at the nearest Veteran's Office.

Students with a parent retired, disabled or deceased may be eligible for Social Security benefits. They must be 22 years old, unmarried and enrolled in a full-time program of studies. Students who are eligible should apply at the nearest Social Security Administration Office.

CAMPUS EMPLOYMENT

Campus employment is available primarily to complement gift and loan awards. Depending on job-type, skill, and experience, these part-time positions will permit a student to earn up to \$400 per year.

YEARLY RENEWAL OF FINANCIAL AID AWARDS

It is the intention of Monmouth College to renew financial aid awards yearly at a consistent level. Award amounts may vary, depending on current need, availability of funds, and academic performance.

SCHOLARSHIPS, PRIZES, AND ENDOWED FUNDS

The scholarships, prizes, and endowed funds listed below have been made possible through the generosity of alumni and friends of the College and through other organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will in later life, when circumstances permit, help to continue this program for the benefit of future generations of students.

Endowed Scholarships

ADDLEMAN SCHOLARSHIP
DR. AND MRS. J. A. BARNES SCHOLARSHIP
SARAH HOLMES BIGGER SCHOLARSHIP
BIGGSVILLE SCHOLARSHIP
BOHART SCHOLARSHIP
SAM BOND SCHOLARSHIP
N. H. AND ISABELLE BROWN
SCHOLARSHIP
GEORGE H. BRUSH SCHOLARSHIP
BOYD S. CAMPBELL SCHOLARSHIP
J. BOYD CAMPBELL SCHOLARSHIPS
HATTIE BOYD CAMPBELL SCHOLARSHIP
FRANK M. CARNAHAN MUSIC
SCHOLARSHIP

JOHN CAROTHERS SCHOLARSHIPS
CLASS OF 1901 SCHOLARSHIP
CRIMSON MASQUE SCHOLARSHIP
C. G. DENISON-WILLIAM M. STORY
SCHOLARSHIP
JOHN S. AND MARY LOUISE DIFFENBAUGH
SCHOLARSHIP
LOIS DIFFENBAUGH SCHOLARSHIP
SELMA AND SELIG EDELMAN
SCHOLARSHIP
BELLA B. ELLIOTT SCHOLARSHIP
ELMIRA SCHOLARSHIP
JOHN Q. FINDLEY SCHOLARSHIP
FIRST WASHINGTON SCHOLARSHIP

FREW SCHOLARSHIPS
 ALVIN W. GALLOWAY SCHOLARSHIP
 GARRITY SCHOLARSHIP
 GIBSON SCHOLARSHIP
 JOHN CHARLES HANNA SCHOLARSHIP
 SMITH HAMILL SCHOLARSHIP
 HANOVER SCHOLARSHIP
 HARMONY MEMORIAL SCHOLARSHIP
 JANET SHAW HAYES SCHOLARSHIP
 LUCIA ELLIOTT HILL SCHOLARSHIP
 MABEL HINMANN SCHOLARSHIP
 HUME SCHOLARSHIP
 LT. M. DON ISAACSON SCHOLARSHIP
 ANDREW JOHNSTON SCHOLARSHIP
 JOHNSTON SCHOLARSHIP
 ELIZABETH M. KELLER SCHOLARSHIP
 GRACE WELLS KENNEDY MEMORIAL
 SCHOLARSHIP
 EMMA BROWN LEE GILGORE
 SCHOLARSHIP
 MRS. MARY ELIZABETH KILPATRICK
 SCHOLARSHIP
 JANE KINKAID SCHOLARSHIP
 MATTIE KINKAID SCHOLARSHIP
 JOHN BARNES KRITZER SCHOLARSHIP
 LAFFERTY SCHOLARSHIPS
 MARGARET LORD MUSIC SCHOLARSHIP
 OLIVE J. LOWRY SCHOLARSHIP
 M. M. MAYNARD MEMORIAL SCHOLARSHIP
 KATHRYN ARBELLA McCAUGHAN
 SCHOLARSHIP
 MARY COOKE McCONNELL MEMORIAL
 SCHOLARSHIP
 HOMER McKAY SCHOLARSHIP
 McLAUGHLIN BROTHERS SCHOLARSHIP
 SPECIAL ANNIVERSARY SCHOLARSHIP,
 MRS. MINNIE McDILL McMICHAEL
 LOUISE C. AND MAX W. MILLS
 SCHOLARSHIP
 A. H. MORROW SCHOLARSHIP
 NASH SCHOLARSHIPS
 MILDRED STEELE NEARING SCHOLARSHIPS
 NORWOOD SCHOLARSHIP
 LaVERNE NOYES SCHOLARSHIP
 ADAM OLIVER SCHOLARSHIP
 ROBERT Y. PARK SCHOLARSHIP
 LUELLA OLIVE PARSHALL SCHOLARSHIP
 MARGARET POLLACK SCHOLARSHIP
 MARGARET WHITE POTTER MEMORIAL
 SCHOLARSHIP
 PRUGH SCHOLARSHIP
 READER'S DIGEST FOUNDATION
 SCHOLARSHIP
 PRUDENCE MARGARET SCHENK
 SCHOLARSHIP
 MARION B. SEXTON SCHOLARSHIP
 SHIELDS SCHOLARSHIPS

SOMONAUK SCHOLARSHIP
 SPRING HILL SCHOLARSHIP
 ST. CLAIR SCHOLARSHIP
 STRONGHURST SCHOLARSHIP
 J. B. TAYLOR SCHOLARSHIP
 GARRETT W. THIESSEN MEMORIAL
 SCHOLARSHIP
 ESTHER M. THOMPSON SCHOLARSHIP
 FUND
 MARTHA THOMPSON SCHOLARSHIPS
 HENRY A. TODD SCHOLARSHIP
 J. L. VAN GUNDY SCHOLARSHIP
 ALALINE WILKIN WADDEL SCHOLARSHIP
 MARTHA WALLACE SCHOLARSHIP
 J. F. WATSON SCHOLARSHIP
 WHITE SCHOLARSHIP
 DAVID A. AND ELIZABETH CAMERON
 WHITEMAN SCHOLARSHIP
 ELI B. AND HARRIET B. WILLIAMS FUND
 WOODBURN MEMORIAL SCHOLARSHIP
 WOODS SCHOLARSHIPS
 MARGARET N. WORDON SCHOLARSHIP
 JOHN WRIGHT SCHOLARSHIP
 MR. & MRS. WILLIAM E. WRIGHT
 SCHOLARSHIP
 XENIA SCHOLARSHIP

Special Scholarships

BOARD OF CHRISTIAN EDUCATION
 SCHOLARSHIP
 PEG STONEROOK BRINKER SCHOLARSHIP
 (MORTAR BOARD)
 EXCHANGE CLUB SCHOLARSHIP
 GRADUATE "M" CLUB AND "M" CLUB
 SCHOLARSHIPS

Annual Scholarship Prizes and Awards

THE HUGH R. BEVERIDGE PRIZE
 IN ANALYSIS

A cash prize is awarded to a student who, in the judgment of the mathematics faculty, has shown outstanding achievement in the study of analysis. The prize may be awarded annually at the discretion of the mathematics faculty.

THE PAUL CRAMER PRIZE IN ALGEBRA

A cash prize is awarded to a student who, in the judgment of the mathematics faculty, has shown outstanding achievement in the study of modern and linear algebra. This prize may be awarded annually at the discretion of the mathematics faculty.

THE SELIG AND SELMA EDELMAN PRIZE SCHOLARSHIP

This prize scholarship, representing the annual yield on a \$5,000 endowment, is awarded for the best essay dealing with the topic "Contemporary Values in the Old Testament." The essays are written in consultation with the Department of Religious Studies and are judged by the members of that department.

FORENSICS EMBLEM

This medal is presented by the College and the Forensic League to those who have represented the College in intercollegiate debate or oratory.

THE LYLE W. FINLEY PRIZE IN CALCULUS

A cash prize is awarded to a student who, in the judgment of the mathematics faculty, has shown outstanding achievement in the calculus. This prize may be awarded annually at the discretion of the mathematics faculty.

THE CLIFF STRUTHERS HAMILTON PRIZE

A prize of \$400 is awarded to an outstanding senior man or woman who will go into the field of chemistry or medicine and who has completed, with the exception of the final semester, requirements of the curriculum accredited by the American Chemical Society.

THE LUBRIZOL SCHOLARSHIP

A prize of \$300 supported by The Lubrizol Foundation is awarded annually to a junior chemistry major on the basis of both financial need and ability.

ROBERT T. LUDWIGSEN MEMORIAL SCHOLARSHIP

A scholarship of \$100 is presented annually to an outstanding sophomore chemistry major in memory of Robert T. Ludwigsen, a 1955 chemistry graduate of Monmouth College.

THE TAKASHI KOMATSU SCHOLARSHIP

This prize is endowed by a \$10,000 bequest from Takashi Komatsu, Monmouth College's first Japanese student. A "Komatsu Scholar," named each year, shall be an American student enrolled in the East Asian Studies Program, or a student at Monmouth College from Japan studying in any curriculum.

THE LULU JOHNSON MCCOY PRIZES

These prizes endowed by her husband, J. Clyde McCoy, consist of \$50 and \$25 to be awarded to students of outstanding quality who are majoring in music.

THE WILLIAM B. MCKINLEY PRIZES IN ENGLISH

In 1925 Senator William B. McKinley of Illinois endowed two prizes of \$50 each to encourage individual research and advanced work in English. The prizes are awarded to students who offer the best theses on specially designed subjects.

LENA LEE POWELL PI BETA PHI PRIZE

This \$200 award, endowed by Ervin D. Powell, is awarded each year to a member of Alpha Chapter of Pi Beta Phi of exceptional quality.

MARY PORTER PHELPS PRIZE

A prize of \$50 is awarded to the student who, in the judgment of the faculty, has manifested superiority in scholarship, thrift and economy, and development of character. Only those who have completed at least two years' work at Monmouth College are eligible for this prize.

SIGMA TAU DELTA FRESHMAN PRIZES

Rho Alpha Chapter of Sigma Tau Delta offers three prizes on Commencement Day to the freshmen writing the best compositions in verse or prose. Entries must be prepared especially for this contest.

THE GARRETT W. THIESSEN MEMORIAL SCHOLARSHIP

Awarded annually to an outstanding sophomore chemistry major in memory of Dr. Garrett W. Thiessen, chairman of the Monmouth chemistry department from 1952-65 and member of the College faculty for over 30 years.

THE THOMPSON PRIZE FUND

The Thompson Prize Fund, established in June, 1972, to honor Professor Samuel M. Thompson on his retirement as Alumni Professor of Philosophy, is awarded each Commencement to a student who has produced a sufficiently outstanding scholarly or other creative work in the area of Humanities during the year.

DAN EVERETT AND EVA CLARK WAID PRIZE

This prize of \$100 is endowed by Mr. and Mrs. Waid of New York, and is awarded by the faculty on the basis of all-around excellence and development.

THE WAID PRIZES

Six prizes are offered for biographical reading as a means of cultivating interest in biography among college students. Three prizes of \$25, \$15, and \$10 are offered to freshmen. Three similar prizes are available to members of the three upper classes. These prizes were endowed by Dan Everett Waid, '87.

Library Endowments

THE JOHN A. and MARGARET J. ELLIOTT

LIBRARY OF RELIGIOUS EDUCATION

THE KAPPA KAPPA GAMMA MEMORIAL
FUND

THE JOHN LAWRENCE TEARE MEMORIAL
LIBRARY FUND

Endowed Professorships

THE HARDING PROFESSORSHIP OF
ENGLISH LANGUAGE AND LITERATURE,
endowed by General A. C. Harding of
Illinois in 1856.

ALUMNI PROFESSORSHIP OF
PHILOSOPHY, endowed by alumni of the
College in 1881 and held by Dr. Samuel
Thompson, Professor Emeritus of
Philosophy.

PRESSLY PROFESSORSHIP OF
NATURAL SCIENCE, endowed by W. P.
Pressly of Illinois in 1886 and held by Dr.
John J. Ketterer, Professor of Biology.

THE MATHERS PROFESSORSHIP OF
SOCIAL SCIENCE, endowed by Joseph
Mathers of Illinois in 1895.

THE LAW FOUNDATION OF ENGLISH
LITERATURE, endowed by James and Ellen
C. Law of New York in 1899.

JOHN YOUNG CHAIR OF BIBLE,
endowed by the United Presbyterian Church
Board of Christian Education and held by
Dr. Charles J. Speel, II, Professor of
Religious Studies.

THE ALICE WINBIGLER CHAIR OF
MATHEMATICS, endowed by Miss Alice
Winbigler in memory of her sister, Julia E.
Winbigler, and through funds added by
friends of Miss Winbigler.

THE CLYDE FULTON YOUNG CHAIR OF
POLITICAL SCIENCE, endowed by Clyde
Fulton Young, A.B., LL.B., of Pittsburgh. He
was a graduate of the Class of 1899.

Killough Lecture Fund

Endowed by the Hon. W. W. Stetson of
Auburn, Maine, to bring speakers to the
College campus.

McMullen Lecture Fund

Endowed by Mrs. Donald McMullen of
Silver Springs, Maryland, to bring biological
speakers to the College campus.

Memorial Funds

Current memorial funds honoring former
students, faculty members, and friends of
Monmouth College include:

Bonnie Peterson

James McClintock

Cyrus R. Osborn

Donald B. McMullen

Ivory Quinby, Jr.

Bertha McKinnie Phelps

Dr. Hugh B. Speer





THREE-THREE PROGRAM

The three-term, three-course curriculum, adopted in the fall of 1962, has given depth to the educational goals of Monmouth College. The three-three program divides the academic year into three 10-week terms rather than the traditional two 16-week semesters. Terms end at Thanksgiving, mid-March (followed by spring vacation), and early June. A student normally takes three courses per term. Thirty-six term courses are required for graduation.

ACCELERATION

Although the standard length of time needed for graduation in the three-three program is four academic years, a number of possibilities exist for students to complete their degree work in less than four years.

Interim terms. In addition to the basic three-three calendar, the college offers additional courses in an intensive study term during the Thanksgiving-Christmas interim and in a summer session in June and July.

It is possible for the student to earn one term credit during the Thanksgiving-Christmas interim and two term credits during the summer session.

Credit By Examination. A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, individual departments may set higher standards. A student may not earn credit by examination for any course for which credit has already been earned. A maximum of one term course credit per term can be earned through

ACADEMICS

credit by examination. The fee is \$100 for a full credit course examination, \$50 for a half-credit course, \$33 for a one-third credit course, and \$16 for a one-sixth credit course.

Prior to taking such an examination, a student must secure the written approval of the adviser, the chairman of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the scope of the examination and whether the department requires minimum performance of a higher level than C.

Fourth Course. A student is permitted to register for a total of four term courses who has achieved at least a 3.00 grade-point average in each of the two preceding terms or who has a cumulative average of at least a 3.00. A senior in good academic standing can register for four courses if the student is:

- (a) within four courses of graduation; or
- (b) within six courses of graduation at the beginning of third term and plans to attend summer school.

ADVANCED STANDING AT MONMOUTH COLLEGE

At Monmouth College there exist a variety of alternatives for Advanced Standing. Advanced Standing provides new students with the opportunity to receive college credit, a reduction in distribution requirements, and placement in courses at an advanced level.

Advanced Placement Tests. These tests are standardized tests given on the national level by the College Entrance Examination Board to high school seniors. A new student who does well on these tests may receive Advanced Standing for his achievement. The Dean of Students coordinates the procedures for granting Advanced Standing through Advanced Placement.

College Level Examination Program (CLEP). College Credit is offered for any subject examination whose subject is comparable to a regular Monmouth College course. Comparability is to be decided by the appropriate department, with appeal to the Curriculum Committee. The 50th percentile shall be the minimum passing grade. The Dean of Students is in charge of the administration of CLEP examinations, which are offered at least once each term, and credit is recorded in the manner of transfer credit. CLEP examinations can not be used to meet laboratory science distribution requirement.

Institutional Achievement Tests. These are standardized tests in Foreign Languages and Math that are administered each fall during Orientation week. The results of these are used to determine a student's placement in the language or math curriculum.

REQUIREMENTS FOR GRADUATION

Monmouth offers the **Bachelor of Arts** and the **Associate of Arts** degrees. Requirements are designed to encourage each student to explore the major areas of the liberal arts and to examine intensively his or her field of interest.

A student qualifies for the A.A. (Associate of Arts) degree by making application and meeting the following requirements: 1) fulfill all distribution requirements; 2) have 18 term credits, and 3) have a cumulative grade-point average of 2.0.

A student qualifies for the B.A. (Bachelor of Arts) degree by earning a grade-point average of 2.0 (C) or better in a total of 36 term courses and by taking the specified distribution requirement courses. Each student receiving the B.A. must complete a departmental, divisional, topical or general studies major and must earn a grade of C or better in each course counted toward this major. For both degrees, the last nine courses must be taken at Monmouth College.

DEPARTMENTAL MAJOR

A departmental major consists of a minimum of eight term courses in one department. A department may require of its majors a comprehensive examination, a senior thesis, or other work, including the graduate record examination.

DIVISIONAL MAJOR

A divisional major consists of a minimum of 12 term courses in one division (at least six of which must be at the 300 or 400 level). The program for the divisional major must be approved by co-advisers from two departments within the division.

TOPICAL MAJOR

A topical major consists of a minimum of 12 term courses (at least six of which must be at the 300 or 400 level) chosen from two or more departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the Petitions and Academic Status Committee and will be under the direction of an adviser appointed by the committee. Requests for topical majors should be filed at least one year before the expected graduation date.

GENERAL STUDIES

General Studies is designed for the student who wishes the broadest possible exposure to different fields of study. The major consists of eight 300 and 400 level courses, including two independent studies (or one off campus program).

DISTRIBUTION REQUIREMENTS

Distribution requirements help a student acquire a broad liberal arts education and discover new aptitudes and interests. Through these requirements, usually fulfilled during the first two years, the student is introduced to the many areas of human knowledge and to the methods of scholarly investigation. A student may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

Language and Communication. Each student must meet the requirement in Language and Communication by successful completion of one of the following alternatives:

A. Two term courses: Man and His Language; Man and His Communication.

B. Two term courses, one from each of two of the following three areas:

English 101, 314

Foreign Language: A modern foreign language at the 102 level, Latin 100, or Classics 224. A language other than those currently taught at Monmouth College can be substituted if proper examination procedures can be arranged. In these cases proficiency would be at the 102 level.

Speech Communication: 101, 120, 203, 205, 210, 303, 307, or designated 250.

Natural Sciences and Mathematics. Three Term Courses
Biology, Chemistry, Geology, Physics, and Mathematics:
Three term courses from at least two departments, including two term courses with laboratory.

Social Sciences and History. Three Term Courses.
Economics and Business Administration, Government, History, Psychology, and Sociology: Three term courses from at least two departments.

Humanities and Fine Arts. Four term courses.

Literature (including Modern Foreign Language 203 or 300 and above), Classics (at the 200 level or above, excluding 224), Philosophy, Religious Studies, and Fine Arts (Music, Art, or Theatre Arts): Four term courses, at least one term course from each of three areas listed above.

SEMINARS AND INDIVIDUAL STUDY

Most departments require each student, during the junior or senior year, to investigate a topic on an individualized basis. This can be either individual work under faculty supervision or off-campus and foreign study of an independent or semi-independent nature. Most academic departments have a seminar program at the upperclass level.

ACADEMIC REGULATIONS

ATTENDANCE

Responsibility for class attendance is placed upon the individual student, except as limited by these regulations:

1. Courses of study are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind and all examinations. However, students need not make application to have absences excused and need not make any explanation of class absences.
2. A student whose record in a course is suffering because of frequent absences may be required by the instructor or the Dean of the College to give up the privileges of these regulations and, during the remainder of the term, explain all absences. This action may be taken at any time during a term.

REGISTRATION

During the ninth week of each term, currently enrolled students will register for the following term. New students will register during the orientation period preceding the fall term. Courses are selected in consultation with the student's faculty adviser.

All changes in registration require written permission of the course instructor and the student's adviser. A fee of \$5 is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. No student may drop a course after the fifth week of classes except for illness or other circumstances beyond the student's control.

Normally, students will register for three full courses each term. A full term course typically meets four times weekly for 50-minute periods, exclusive of laboratory sessions.

A student is permitted to register for a total of four term courses, who has achieved at least a 3.00 grade-point average in each of the two preceding terms, or who has a cumulative average of at least 3.00. The only exceptions to the above are that a senior in good academic standing will be permitted to register for four courses if the student is:

- (a) within four courses of graduation; or
- (b) within six courses of graduation at the beginning of the third term and plans to complete graduation requirements during Summer School.

THE GRADING SYSTEM

All academic work at Monmouth College is graded as follows:

Grade	Points	F – Failure
A	4	WF – Withdrawn Failing
B	3	W – Withdrawn Passing
C+	2.5	I – Incomplete
C	2	IP – In Progress
D	1	S – Satisfactory
F, WF, I	0	U – Unsatisfactory
		CR – Credit
		NC – No Credit

The grade-point average is determined by dividing the total grade-points earned during the term by the number of courses taken. The cumulative average is the total of all grade-points earned, divided by the total number of term courses taken. Courses transferred from other institutions are not included in calculating the grade-point average.

If a course is repeated, only the final grade earned will be included in calculating the cumulative grade-point average.

The *I (Incomplete)* grade signifies that work in the course is incomplete due to illness or circumstances beyond the control of the student or that the instructor feels further evaluation is needed to determine the grade. Unless the *I* is removed by the seventh week of the next term, the grade automatically becomes an *F (Failure)*.

I grades are not used in the computation of Grade Point Averages (neither term nor cumulative). They are not counted as credit attempted until a grade has been assigned. When a grade is assigned, the course credit and grade-points will be used in computing the credits attempted (both cumulative and term grade-point averages).

In seminars and other independent study courses where the work of the course cannot be completed in one term, the grade *IP (In Progress)* is given. This grade is not used in calculating the grade-point average. The appropriate letter grade will be given on completion of the work, but it becomes an *F* if not completed by the end of the following term, unless the chairman of the department has authorized an extension.

In order to withdraw from a course after the first week of a term, a student must have the approval of the instructor of the course, the adviser and the Dean of the College and pay a fee of \$5. The grade of *W* will be given in all cases of withdrawal before the end of the fifth week of the term. A student cannot withdraw from a course after the fifth week of classes except for illness or circumstances beyond the student's control. If a student

is allowed to withdraw after five weeks of a term, the grade *W* or *WF* must be assigned, *W* if the student is passing, *WF* if failing at the time of withdrawal.

Transcripts issued after a disciplinary suspension period has been completed will make no reference to the penalty. Such suspension will be for at least the remainder of the academic term in which the action was taken, and no refunds will be made.

S/U GRADING SYSTEM

Students are permitted to register for a limited number of courses to be graded on an *S/U* (*Satisfactory/Unsatisfactory*) basis. The *S* grade shall be given for performance of *C* or better; otherwise the grade of *U* shall be given. Such grades shall not be included in the calculation of term or cumulative grade-point averages. Only those courses in which the grade of *S* is earned will count as credit earned. The following restrictions apply:

1. The *S/U* option is available only to sophomores, juniors and seniors who are in good academic standing and have cumulative grade point averages of at least 2.0.
2. A student may, with adviser's approval, register on an *S/U* basis for one course per term up to a total of six courses, no more than two of which are in the same department.
3. Students planning to take a course on an *S/U* basis should indicate this during registration. However, a student will be permitted to change registration from a regular grade basis to an *S/U* basis during the first week of the term and from an *S/U* basis to a regular basis during the first five weeks of the term.
4. The instructor shall not be notified which students are taking a course on an *S/U* basis. Each faculty member shall report regular letter grades and the registrar shall, where appropriate, convert the grades to *S* or *U*.
5. The *S/U* option is not available for any course that is being repeated.

ACADEMIC STATUS

A student will be considered to be making unsatisfactory academic progress if the cumulative grade-point average falls below 1.6 when fewer than 7 credits have been completed; 1.8 when more than 6 but fewer than 19 credits have been completed; 2.0 if 19 or more credits have been completed. The cumulative grade-point average is based on all credit courses taken at Monmouth College.

Any student making unsatisfactory progress at the end of any term will be counselled by the adviser or referred by his adviser to another person for academic counselling.

After two consecutive terms of unsatisfactory

academic performance, a student's performance will be subject to review by the Petitions and Academic Status Committee to determine the student's eligibility to continue studies at Monmouth College.

Students making unsatisfactory progress may not participate in intercollegiate/extramural athletics or extracurricular music and theatre groups.

Students suspended for academic reasons are allowed three terms as a probationary period upon returning from the suspension period unless otherwise stipulated.

CLASSIFICATION

All students will be classified at the beginning of the fall term on the basis of the number of term-course credits earned as follows: Freshman—fewer than eight term courses; Sophomore—8 but fewer than 16 term courses; Junior—16 but fewer than 25 term courses; Senior—25 or more term courses.

DEGREES

Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but the formal Commencement will be held in June. The senior year must be spent in residence at Monmouth College.

Candidates for the Associate of Arts degree must make formal application to the Registrar one term in advance of their expected completion of the requirements.

SEMESTER HONORS

Dean's List. At the end of each term students enrolled in three term courses (may be two regular and one S/U course) with a term grade-point average of 3.667 or higher will be named to the Dean's List.

Honor Roll. At the end of each term the names of students enrolled in three term courses (may be two regular and one S/U course) with a term grade-point average of 3.5 or higher, will be placed on the Honor Roll.

HONORS AT GRADUATION

Honors at graduation consist of College Honors or Departmental Honors or both.

College Honors. To be eligible to graduate *cum laude* a student shall have a cumulative grade-point average of 3.5 or higher. To be eligible to graduate *magna cum laude*, a student shall have a cumulative grade-point average of 3.75 or higher. To be eligible to graduate *summa cum laude*, a student shall have a cumulative grade-point average of 3.9 or higher.

Departmental Honors. Outstanding performance in the fields of concentration will be recognized as a degree "with Honors" in the appropriate subject. Individual departments will award this honor on the basis of a student's performance in the departmental comprehensive examination or other specially designed honor project.

TRANSFER OF CREDITS

Courses taken at other accredited institutions will be transferred on the basis of .3 term course credits per semester hour credit, provided that a grade of C or better was received and that the course is acceptable at Monmouth College. Grades of courses transferred are not included in calculating grade-point averages.

D grades are accepted to fulfill distribution requirements, without credit toward graduation.

Written approval of the Registrar is required *in advance* for courses to be taken at another institution and accepted as transfer credit at Monmouth College.

JUNIOR COLLEGE TRANSFERS

Any junior college graduate who has been admitted to Monmouth College and who has completed a college transfer program will be admitted with junior standing (i.e. 18 term courses of transfer credit).

All distribution requirements will be considered as met if the student's work at an accredited junior college approximates Monmouth College Standards as decided by the Registrar.

Guidelines include a minimum:

Science & Math, 8 semester hours or 12 quarter hours

Humanities & Communications, 18 semester hours or 27 quarter hours

Social Science, 10 semester hours or 15 quarter hours

(History may count as either humanities or social science)

A maximum of 18 term courses of junior college work may be interpreted as academic credit for junior college transfers accepted with AA degrees from accredited institutions.

SPECIAL PROGRAMS

SPECIAL STUDY PROGRAMS

Monmouth College offers special study programs in a variety of academic fields. Most of these programs carry full academic credit and involve off-campus study in geographic areas ranging from Japan to the Quetico-Superior wilderness in Minnesota.

ARGONNE SEMESTER

Advanced students in biology, chemistry, physics and mathematics sample the life of a working scientist as junior members of research teams headed by scientists at the Argonne National Laboratory. While engaged in research, participants also attend seminars in their major fields and an interdisciplinary seminar directed by resident ACM faculty members.

Length of program: July - December

Prerequisites: Major in biology, chemistry, mathematics or physics

Credit: 4.5 term courses

Application deadline: February 15

ARTS OF LONDON AND FLORENCE*

The Arts of London and Florence (spring) provides a broad introduction to the arts for the non-specialist student. The courses offered during the seven weeks in each location concentrate on the historical, cultural and artistic significance of the two cities and are supplemented by considerable exposure—in the form of concerts, museum visits, theatre, excursions—to other facets of the arts.

Length of program: September - December

Prerequisites: Sophomore standing

Credit: 4.5 term courses

Application deadline: November 1

BUSINESS INTERNSHIP PROGRAM

In the junior or senior year the Monmouth College Business Internship Program is available and recommended for those who can take advantage of it. In any of the regular terms or in the summer, the student spends 10 weeks on the job in the office of the president of a corporation or of some designated executive who has assumed the responsibility of providing the unusual opportunity for the union of the classroom and the business world. In addition, to engaging in a serious learning experience with top level, seasoned executives, the student undertakes to perform a job which results in mutual benefit to the company and to the student. The student earns a salary during the internship and also earns course credit for the research report or special study undertaken in connection with the internship. The Chicago Chapter of the Young President's

Organization maintains an exclusive arrangement with Monmouth College in participating in this Program. Other companies outside those headed by YPO members participate also. Credit: up to 2.0 term courses.

COSTA RICAN DEVELOPMENT*

Costa Rican Development Studies (spring) offers interdisciplinary field research in the biological and empirically-oriented social sciences. Students and faculty members work together on research projects related to the land settlement program, problems of tropical food production, the country's political activity and other questions crucial to national development.

San Jose, Costa Rica' is home base for both programs. Students live with local families to gain close contact with the Costa Rican people and their culture and to aid the rapid acquisition of language facility.

Length of program: January - June

Prerequisites: Junior standing; course work in a discipline related to current program research projects; one year of Spanish language.

Credit: 4.5 term courses

Application deadline: November 1

EAST ASIAN STUDIES

The Monmouth College Senate authorized the establishment of a distinctive East Asian studies program in the fall of 1963. This inter-disciplinary program is designed to enrich the entire curriculum and broaden the range of non-Western studies available to all students. It is of special value to students planning a career in business, foreign missions, or government services in East Asia.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the college by its owners, Commander and Mrs. G. E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

EAST ASIAN STUDIES IN JAPAN*

Total immersion in Japanese culture is the goal of this year-long program, which includes studying at Waseda University in Tokyo and living with a Japanese family. The formal curriculum at Waseda encompasses courses in the Japanese language and electives covering many facets of Japanese history, culture and contemporary social and economic affairs. The family living experience provides informal coverage of these areas and is in many ways the dominant feature of the program.

Length of program: August - June
Prerequisites: Sophomore standing
Credit: 9.0 term courses
Application deadline: February 15

THE EXECUTIVE-IN-RESIDENCE PROGRAM

This program provides continuing opportunities on a day-to-day basis for students to exchange ideas with experienced business executives. Officers of national and local enterprises participate in this program. Individual executives spend from several days to a term or more in residence, being available for discussions with students and taking part in classroom and seminar courses in their particular areas of specialized competence. Participants contribute much from their experiences and backgrounds to enrich and enhance the student's understanding of the interesting and challenging problems and opportunities presented by American Business.

FLORENCE PROGRAM*

The Florence program, offered in the fall only, is designed to give majors in art, history, modern languages and the humanities an intensive experience in the city's rich artistic and cultural heritage. Renaissance-oriented studies are complemented by courses offering historical context and a broad perspective of Italian contributions to world civilization.

Length of program: September - December
Prerequisites: Junior standing. Italian language recommended.
Credit: 4.5 term courses
Application deadline: April 15

INTRODUCTORY GEOLOGY IN THE ROCKY MOUNTAINS

The geologic history of the Rocky Mountains near Colorado Springs, Colorado, is traced and analyzed by ACM students and "pre-freshmen" through field trips, laboratory work and discussions. Students spend most of their time in the field either near Colorado College, where the program is based, or in other more distant areas for study of rock formations and collection of specimens.

Length of program: June - August
Prerequisites: None
Credit: 2.0 term courses
Application deadline: April 15 for currently enrolled students. June 1 for entering freshmen.

HIGH SCHOOL SENIORS' HONORS PROGRAM

Now in its seventh year, a cooperative program with Monmouth High School enables a limited number of highly qualified high school seniors to take a course for college credit.

INDIA STUDIES*

Through intensive language and area courses at an ACM college followed by on-site study, observation and experience in India, students are introduced to a rich and complex non-Western civilization. While in India, program participants will be regularly enrolled students in the University of Poona's certificate program in Marathi language and culture. They will be offered courses designed to give historical perspective to various aspects of Indian culture with special reference to Maharashtra, and will complete the independent study projects begun during orientation. Poona, center of some of the most interesting political and intellectual activities in present day India, boasts among its population leaders in the fields of art, music, dance, theatre, religion, government, politics and social work.

Length of program: March - December

Prerequisites: None

Credit: Orientation, ACM school for 1/3 year. India portion, 6.0 term courses.

Application deadline: November 1

LATIN AMERICAN STUDIES*

The fifteen-week Latin American Studies Program (offered in Costa Rica in the fall) emphasizes Spanish language and Latin American culture. Courses vary from year to year but remain within the basic areas of Latin American language and literature, drama, ethnography and ecology.

Length of program: September - December

Prerequisites: Junior standing; one semester of Spanish language

Credit: 4.5 term courses

Application deadline: March 15

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES*

One of America's great research libraries provides the setting and materials for this program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examination of a selected topic or historical period, aided by the privilege of full access to the Newberry Library's million volumes and four million manuscripts. In addition to the semester-length fall program, students may enroll in short-term (three week) seminars on selected

topics during the spring, or may pursue independent study, under the direction of faculty members from their own colleges, for any time period suitable to their needs.

Length of program: September - December

Prerequisites: Junior standing

Credit: Fall semester, 4.0 term courses. Short-Term Seminars, option of college.

Application deadline: April 15 for Fall Semester Seminar.
December 1 for Short-Term Seminars.

ARMY RESERVE OFFICERS' TRAINING CORPS

In cooperation with Knox College and the United States Army, Monmouth College offers an opportunity for all students to participate in the Reserve Officers' Training Corps (R.O.T.C.) program and qualify for a commission as a second lieutenant while earning a degree. Students may apply for admission to the program between January and March of their sophomore year. If found qualified they attend a six-week basic summer camp during the following summer. At this time, the student may apply for a two-year R.O.T.C. scholarship which provides the total cost of tuition, fees and books at Monmouth College. Students attend courses held on the Monmouth campus during the junior and senior years. These military science courses receive academic credit, and the grades are computed in their grade index. Courses are open to non-military science students with the permission of the Professor of Military Science. Between the junior and senior years, military science students attend a six-week advance camp. In lieu of this advance camp selected students may attend the nine-week U. S. Army Ranger School.

The student receives a subsistence allowance of \$100 per month while enrolled in the program, excluding summer camp attendance. Approximately \$489 is paid for attendance at the basic camp, \$450 for the advanced camp, and \$640 for the Ranger School. Students are paid six cents per mile to and from the camps and their home to cover travel expenses. The total two-year benefit to the military science student is approximately \$2,900.

Upon appointment as a second lieutenant in the U.S. Army Reserve following successful completion of the R.O.T.C. course, the student has a contractual obligation to serve on active duty for three months or two years, and scholarship students incur an active duty commitment of four years. (See Military Science section for course descriptions and requirements.)

URBAN STUDIES*

The social forces which create and distort American cities—urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite—are all

present in Chicago. Students' awareness of problems of urban life is heightened by seminars on urban issues and a core course which involves all students. Augmenting the formal curriculum are volunteer work assignments in which the students become actors in the institutional life of the city.

Length of program: September - December;
February - May

Prerequisites: Sophomore standing

Credit: 4.5 term courses

Application deadline: March 15 for Fall; November 1
for Spring

URBAN TEACHING*

This Chicago program seeks to provide the student teacher illustrations of, and firsthand experience with, the learning problems peculiar to the urban child. Participants observe and student-teach in the metropolitan area's schools: Public and private, elementary and secondary, urban and suburban. This year's program focuses on alternate education—Chicago's successfully innovative "free" schools. In addition to teaching, a flexible credit format includes the possibility of independent study.

Length of program: September - December;
January - May

Prerequisites: College requirements for student teaching. (For applicants not seeking certification, individual arrangements can be made.)

Credit: 3.5 term courses for term length, and 4.5 term courses for semester length.

Application deadline: April 1 (Fall & Spring); November 1 (for additional openings in Spring).

WASHINGTON HOUSE

The Washington House program, initiated in 1967, allows approximately 16 students to spend the spring term in Washington, D.C. Each student takes three courses, Government in Action, American Studies, and an independent study course directed by a faculty member of Monmouth College. The program takes advantage of the Washington setting for field trips, directed observation and library research. Qualified science students may have an opportunity to engage in research in the Smithsonian Institution. Students should have junior standing for admission to the program. Each year a number of students serve as interns in Congressional offices in lieu of the independent study requirement. Credit: up to 3.0 term courses.

WASHINGTON SEMESTER

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C., designed to bring superior students into contact with source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length, and junior standing is required for admission. Credit: 3.0 term courses normal (possible to take one extra course for 1.0 term credit).

WILDERNESS FIELD STATION*

The Boundary Waters Canoe Area of northern Minnesota serves as a summer classroom for courses in Botany, Field Invertebrate Zoology, Field Vertebrate Zoology or Environmental Biology (a course for non-science majors). Students explore the roadless wilderness on foot and by canoe, collecting and classifying specimens and pursuing individual research projects.

Length of program: June - July or July - August

Prerequisites: One college biology course or its equivalent (None for Environmental Biology).

Credit: 1.0 term courses per term up to a maximum of of 2.0 term courses for both terms.

Application deadline: February 15

WINGSPREAD FELLOWS PROGRAM*

Each year twelve ACM freshmen are selected to participate in this program, co-sponsored by ACM and the Johnson Foundation. As Wingspread Fellows they attend a number of conferences—often in the company of national and world leaders—devoted to topics of historical or contemporary concern. The conferences are usually held at Wingspread, the Johnson Foundation's conference center in Racine, Wisconsin.

**Program of the Associated Colleges of the Midwest. All ACM programs are graded on a regular grade basis (except Urban Studies which is graded on an S/U basis) and included in grade point average calculations.*

The liberal arts education provides a good foundation for professional and graduate study. The Monmouth program allows students to concentrate in a field closely related to their specific interest while offering an opportunity to secure a broad, general education. Many graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal arts education as a preparation for advanced study.

CAREERS IN HEALTH CARE

Baccalaureate Program in MEDICAL TECHNOLOGY. Monmouth College and the School of Medical Technology at Rush University's College of Nursing and Allied Health Sciences in Chicago co-operate in a new program to educate future medical technologists to meet the constantly changing needs of laboratory medicine more effectively and efficiently.

The first two years of study are devoted to a liberal education in arts and sciences at Monmouth. Courses will include biology (including microbiology), chemistry (including quantitative analysis), statistics, behavioral science and electives.

The junior and senior years are completed at the School of Medical Technology located in Rush-Presbyterian-St. Luke's Medical Center in Chicago. Actual clinical practice of medical technology begins in the junior year. Curriculum includes clinical study in microbiology, chemistry, hematology, immunology, and immuno-hematology.

Students who complete the medical technology program receive a B.S. degree from Rush University and are eligible for certification by taking the Registry Examination of the American Society of Clinical Pathologists.

Baccalaureate Program in NURSING. Nursing offers a challenging and personally rewarding career for young men and women. It is a vocation calling for professional skills, quick thinking, and a fine sensitivity to the feelings and needs of others.

Monmouth College and the College of Nursing and Allied Health Sciences at Rush University co-operate in a nursing program organized to prepare each student to approach a nursing career with the greatest competence in health care and health guidance.

Freshman and sophomore years are taken at Monmouth College and emphasize the provision of a solid background in science and human behavior courses as prerequisites for the specialized study at Rush.

Junior and senior years provide the clinical component of the program and are taken at the College of Nursing and Allied Health Sciences located in Rush-Presbyterian-St. Luke's Medical Center in Chicago. Clinical experiences at

PRE-PROFESSIONAL

Rush include all of the nursing specialty areas: Medical-Surgical Nursing, Maternal-Child Health Nursing, Psychiatric Nursing and Community Health Nursing.

Successful participants in the Rush-Monmouth nursing program will receive a Bachelor of Science in Nursing degree (B.S.N.) from Rush University and will also receive the Bachelor of Arts degree (B.A.) from Monmouth College.

Hospital and Health Care Administration. A student preparing for a career in hospital or health care administration will develop proficiency in the area of management with particular emphasis on accounting and finance. In addition to these basic areas, he or she will develop the quantitative tools of management, a knowledge of computer use and an understanding of the personnel area. Work will also be done in the social, psychological and legal perspectives of health and hospital care administration. Capstone of the program is an internship in a hospital working directly on health and hospital problems with the Administrator or an officer in a specialized field of the student's choice.

Dentistry. Dental schools have varying requirements for admission, but normal emphasis is placed on a strong background in the sciences—biology, chemistry, physics and math. Monmouth College offers all the courses required by the various schools. Students should familiarize themselves with the course requirements and academic standards of those dental schools to which they plan to apply. In addition to the sciences, students interested in dentistry need to develop a good background in a variety of social sciences and humanities. Pre-dentistry students are advised by faculty who keep well-acquainted with qualifications of entrance into dental schools.

Medicine. Although specific requirements for each medical school vary, the minimum science requirements for admission to most medical schools are listed as: 1 year of Biology, 2 years of Chemistry, and 1 year of Physics. In order to handle the mathematical concepts inherent in modern science, a strong background in mathematics is recommended for medical school preparation. Medical schools also wish strong preparation in the humanities and social sciences.

Biology and Chemistry majors fulfilling the departmental requirements at Monmouth meet the course requirements for admission to medical school with the modest additions to their science programs suggested by the minimum requirements above. The program of study for each student is planned in consultation with faculty members in consideration of current medical school requirements.

COMMUNICATIONS

After receiving an A.B. degree, students can usually obtain an M.A. in Communications after one year of concentrated study at a major university. Students interested in communications careers may declare a Topical, Divisional or Departmental Major. Course offerings in the English, Psychology and Speech-Communication Arts Departments are particularly helpful. The weekly campus newspaper, the *Oracle*; the literary magazine the *Wells Elevator*; the yearbook, the *Ravelings*; the campus radio station, WMCR; theatre arts; forensic activities in debate, discussion and extemporaneous speaking offer ample opportunity for students to gain practical experience.

ENGINEERING

Monmouth College is affiliated with Case-Western Reserve University, the University of Illinois and Washington University in St. Louis in a joint five-year program of engineering education. The plan calls for three years of liberal arts study at Monmouth followed by two years of engineering work at one of these institutions. On completion of the five-year program, the students will receive degrees from both Monmouth and the engineering school.

This program with the three years' experience at a liberal arts college offers the student a significantly broad intellectual background. It gives the student an opportunity to develop into an engineer better prepared to assume the responsibilities of leadership in contemporary society as a result of having a richer background in the humanities and social sciences. This is recognized by most industrial employers who find many conventionally trained engineers ill-equipped for the broader responsibilities of top management.

LAW

The major field for the student planning to enter law school can be quite varied, but the students should prepare themselves in communicative skills and understanding of human institutions and values. Courses in economics, government, philosophy, psychology, sociology, and speech are recommended.

LIBRARY SCIENCE

After receiving the A.B. degree, a student may qualify for a library science degree with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. There are opportunities for students with an interest in library science to work in the Monmouth College Library.

MINISTRY AND CHRISTIAN EDUCATION

The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentration in philosophy, religion, history, English, sociology or psychology is acceptable, and some knowledge of Greek is a valuable asset.

Monmouth's program for training of church education assistants is approved by the United Presbyterian Church Joint Committee of Nine. The committee notes that the program "has value for students of other communions who are preparing for service in the field of Christian education." The program includes general liberal arts requirements in humanities, social sciences, physical sciences and mathematics and 14 term courses in education, psychology, religion, and music.

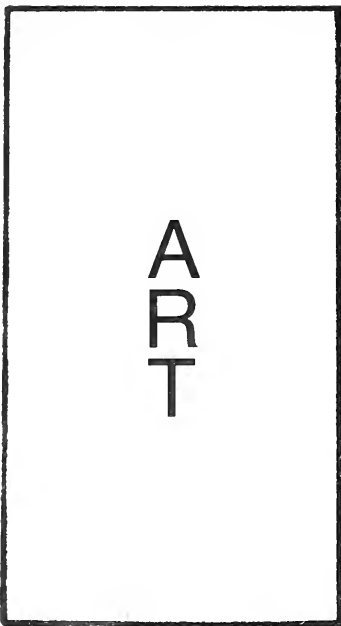
TEACHING

Teacher preparation programs have been designed to implement the objectives of Monmouth College and also to meet the general and professional education requirements of the Illinois State Teacher Certification Board. The programs provide students preparing to teach in elementary and secondary schools with opportunities to develop attitudes and behaviors needed to become effective teacher-scholars. The programs allow for development of breadth through the general education component, depth through the study in a major field, and teaching competence through the professional courses.

Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account their subject interests, personal aptitudes, and desire to qualify for various teaching preparation programs. Special study programs, one of which is the Urban Teaching Program of the Associated Colleges of the Midwest, offer special opportunities to the Monmouth student. Other programs may be started at Monmouth and completed in graduate school. See Education section for more specific information concerning the teacher education program.

DEPARTMENTS I CONCLUDES





GEORGE L. WALTERSHAUSEN, *Assistant Professor, Acting Chairman*
 HARLOW BLUM, *Associate Professor (On ACM East Asian Studies Program Japan, 1974-75)*

MARGARET MATTHEWS, *Instructor*
 G. E. BOONE, *Lecturer*
 KATHARINE P. BOONE, *Lecturer*
 STEPHEN NEIHAUS, *Lecturer*

The Art Department offers studio, art history, art education, special topics, independent study and interdisciplinary courses.

A portfolio shall be maintained by each art major, usually culminating in a senior exhibition. The portfolio may include not only representative art work but any other means of indicating personal concern such as recordings, photographs, journals.

To foster the artistic community, the Art Department sponsors a variety of programs featuring guest artists, lecturers, films and gallery critiques. The gallery program focuses on works by students, faculty and special exhibitions.

DEPARTMENTAL MAJOR: At least ten term courses chosen from the areas of studio and art history in consultation with the departmental staff to include the following: Three art courses at the 100 level, three courses at the 200 level, two courses at the 300 level, one course at the 400 level and the Senior Art Seminar. Students planning graduate study should take either Art 320 or 420 in addition to at least four courses in art history.

101. Introductory Art Workshop.

The basic freshman level art course with the key areas of concern approached through slide-lecture, film and studio. The focus of the course will be on understanding the relationships between idea and plastic forms. One course credit. (No prerequisites.)

STUDIO ART

The program in studio art is oriented toward continuing growth and development in a variety of media according to the interests of the individual. Intensive foundation courses in techniques prepare the student for early responses to art problems and individual expression.

161, 162, 163, 164, 165. Foundation Courses.

Basic techniques of Drawing (161), Painting (162), Printmaking (163), Sculpture (164). Filmmaking (165) is offered in alternates years. One-half course credit each.

211. Design.

Fundamental elements and principles of two and three-dimensional design and film emphasizing visual communication. One course credit.

261. Studio A.

Concepts and media related to individual expression. Whether the idea or fascination with a material comes first, the search for an appropriate medium and mastery of technique represents the awakening of the creative mind.

Prerequisite: At least two Art 160 level courses or permission of instructor. One half or one course credit.

IDEA
|
MEDIUM

(painting, printmaking, sculpture,
filmmaking & drawing)

FORM

361. Studio B.

Experimentation and advancement of a wide range of interests and ideas.

A multiplicity of directions present themselves to the artist. The artist is an explorer constantly testing new paths.

Prerequisite: Art 261 or permission of instructor. One half or one course credit.

IDEA MEDIUM

PLACES (gallery, studio)	PROCESSES (factory, farm)
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IDEA FORM

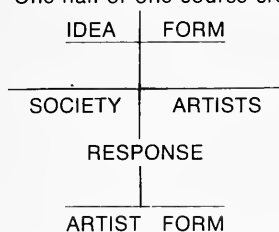
461. Studio C.

Individual Awareness: Continued challenge of means, materials and methods.

The growth of the artist toward maturation and independence is accompanied by realizations

of responsibilities to society and fellow artists. The shaping of the artist is inseparable from the forming of the art.

Prerequisite: Art 361 or permission of instructor.
One half or one course credit.



Note: Studio A, B and C may be repeated for credit.

ART HISTORY

The art history program provides for an understanding of the meaning of art in various historical periods. The relationship of techniques and images to contemporary art is stressed.

115. Introduction to the History of American Art and Architecture.

A survey of major works and traditions in the United States to the present.
(alternate years)

215. Introduction to the History of Art.

A study of the major phases and works of art in painting and sculpture from Prehistoric times to 1000 A.D. Relationships and comparisons with Non-Western cultures will be included.

(Fall Term — alternate years with Art 115.
No prerequisites.)

216. Introduction to the History of Art.

A study of the major phases and works of art and personalities from 1000 A.D. to 1780.

(Winter Term — alternate years. No prerequisites.)

217. Introduction to the History of Art.

A study of the major phases, works of art and personalities from 1780 to the present.

(Spring Term — alternate years. No prerequisites.)

321. Architecture.

Ancient, Medieval, and Renaissance Architecture is used as a basis for appraising contemporary architecture.
(alternate years)

322. Contemporary Art.

A study of 20th century painting and sculpture.
(Given alternate years)

ART SEMINARS, AND SPECIAL STUDY

The Art Department program of independent study, seminars and special topics provides an opportunity for intensive research or work in areas which may involve interdisciplinary and experimental approaches. Such studies allow for a high degree of specialization as well as a broadening of the concern for the creative arts and their place in our culture.

250. Special Topics.

Course description to be developed by students and instructors and announced prior to pre-registration date. Interdisciplinary concerns may be included. No prerequisite, and open to non-majors.
Example: *Man in the Landscape*. Changing ideas of man's relation to nature as exhibited in major artistic works. Example: *Myth and Symbol*. Relationship of literary and visual symbols. Example: *The River*. The effects of the river on the life and culture of its surroundings as viewed through art, biology and literature.

320, 325. Junior Independent Study.

An individual program of research or creative project arranged in consultation with the Art Department staff and designed to fit the needs of the student.

340. Advanced Special Topics.

Lecture and seminar program in special historical areas to be arranged by staff and students and announced in advance of registration. Prerequisites appropriate to area of study will be announced.
Example: *Fantasy Art*. Historical and contemporary contributions to art from symbolists, surrealist, dada, superreal and other schools. Example: *Vision and Reality: the future of American Cities*. Background and proposals through 2000 studies: Fuller, Soleri, and Daley.

350. Seminar in Oriental Art.

Introduction to the arts of China, Korea and Japan, illustrated with examples from the Boone Collection.

420. Senior Independent Study.

An individual research program arranged in special interest areas of the student.

450. Art Seminar.

Art criticism, discussion of specialized topics and individual creative projects. Open to Senior Art Majors or by permission of staff.

BIOLOGY

ROBERT H. BUCHHOLZ, *Professor, Chairman*
 DAVID C. ALLISON, *Professor*
 MILTON L. BOWMAN, *Professor*
 JOHN J. KETTERER, *Professor (On Leave, Fall Term)*

The Biology Department provides an opportunity for students to be exposed to the content, history and methods of biological science. Courses provide a basic, flexible, major program as well as the biological background required for students in other departments. All majors are required to do an independent study project during their junior or senior year. These courses, with the addition of supporting work in chemistry, physics and mathematics, allow preparation for careers based in biological science. Fields included are: professional biology, leading to college or university teaching and research; industrial and government research; medicine; veterinary medicine; dentistry; nursing; medical technology; physical therapy; high school and elementary school teaching; a variety of premedical specialties such as hospital administration; conservation work; and business careers in pharmaceutical firms and other industries.

A number of departmental activities contribute to the general education of the biology students. Beta Beta Beta, an Honor Society, brings speakers to campus, arranges biological trips to places of interest, hosts social events, and helps to disseminate information about graduate and professional schools.

Through the *Donald B. McMullen Memorial Lectureship in Biology*, prominent biologists are brought to the college to discuss their research and study with students in and out of the classroom.

The members of the department possess basic academic skills, a variety of academic backgrounds, interests and experience in teaching. In addition to being housed in the new Haldemann-Thiessen Science Center, the biology department has a wide range of modern instruments and materials.

DEPARTMENTAL MAJOR: A minimum of eight courses in biology in addition to Biology 101-102 and including (A) any two of the following: Biology 205 or 206, 212, 213, 214 and 216; (B) either Biology 311 or 312; (C) Biology 316, 317, and 405; (D) one of the following: Biology 406 or 407. The following courses in the fields of chemistry and physics are required: (A) Chemistry 231 and Chemistry 211; (B) two terms of Physics. A strong background in mathematics is recommended.

ECOLOGICAL FIELD STATION: In the summer of 1969 the Biology Department of Monmouth College established an Ecological Field Station on certain backwaters of the Mississippi River near Keithsburg, Illinois. The location of this site is just 30 minutes from the campus which makes it convenient for teaching purposes. This classroom-laboratory in the field has strengthened the ecological aspect of our academic program. It is also used for other biology courses, independent study and for student-faculty summer research projects. This Ecological Field Station is a cooperative project involving the National Science Foundation, the U.S. Corps of Engineers and Monmouth College.

PRAIRIE PLOT: Members of the biology faculty are trustees of Spring Grove Cemetery—which provides access to one of the finest "relict" Prairie Plots in the State of Illinois. This Prairie Plot provides students with the opportunity to view the "micro prairie" of 100 and 200 years ago. The plants present in the plot remain from the virgin prairie days and provide research opportunities on the plants present, on the soils and the soils adjacent that are under cultivation, and on the fauna that find habitat among these plants.

101. College Biology.

An introduction to the concepts in modern biology with emphasis on the cell. Basic biological processes of cellular organization, chemical and physical aspects of normal and abnormal cells, metabolism, drug action, energy relationships, photosynthesis, cell reproduction, and protein synthesis will be stressed.

102. College Biology.

Principles of modern environmental biology will be emphasized. The concept of the ecosystem will be stressed with specific reference to such topics as succession, niche, pollution, population dynamics, human ecology, physical and biological environment, natural cycles of the elements, biotic factors, parasitism and symbiosis. The effect of man's intrusion on the biotope will be considered. An experimental approach will be used in the laboratory.

205. Lower Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of non-coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or consent of the instructor.

206. Higher Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or consent of the instructor.

212. Comparative Vertebrate Morphology.

A comparative study of the morphology and evolutionary relationships of vertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or consent of the instructor.



213. Non-Vascular Plants.

A study of the non-vascular plants exclusive of the bacteria. Particular consideration will be given to the structure and life cycles of the algae, fungi, mosses, and the liverworts. Prerequisite: Biology 101 and 102 or consent of the instructor.

214. Vascular Plants.

A study of the ferns, conifers, and flowering plants. Emphasis will be placed on the structure and life cycles of these groups of plants. Prerequisite: Biology 101 and 102 or consent of the instructor.

215. Organic Evolution.

An introduction to the concept of organic evolution including a critical review of the theories and mechanisms of evolution and the evidence upon which they are based; the problems of the origin of life; and the evolutionary history of animals and plants. Prerequisite: Biology 101 and 102 or consent of the instructor.
(alternate years)

216. Animal Behavior.

A one term course with laboratory designed to give the student an understanding of fundamental concepts and basic principles in the field of instinctive animal behavior. Prerequisite: Biology 101 and 102 or consent of the instructor.

217. Human Anatomy and Physiology.

A course designed to give the student a general understanding of the structure and function of the human body.

311. Mammalian Physiology.

A detailed study of the physiological mechanisms of the mammalian systems. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

312. General Physiology.

A study of the fundamental concepts and basic principles of protoplasmic processes in plant, animal, and microbial cells. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry, or consent of the instructor.

313. Vertebrate Embryology

A descriptive study of development and differentiation in vertebrates. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; Chemistry 112; or consent of the instructor.

314. Bacteriology.

A general study of the bacteria as living organisms. Morphology, physiology and ecological relationships are emphasized. Some consideration is given to the nature of disease and its control. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, and 214 or consent of the instructor.
(alternate years)

315. Cell Morphology.

A morphological study of the ultra and fine structure of the cell. Consideration of cellular interdependence at the tissue level will be undertaken. Abilites in micro-technique will be developed in the laboratory. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.

316. Genetics.

An introduction to the principles of heredity in animals and plants. The study will include contemporary consideration of the gene and the gene mechanisms. Laboratory exercises utilizing both plants and animals will be used to elucidate the above principles. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.

317. Ecology.

An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.

INDIVIDUAL STUDY

405, 406, 407. Independent Study.

Individual research or advanced experimental projects chosen by the student in consultation with the staff, involving the search of primary literature sources, design and execution of experiments, and an oral and written report of the results. Open to qualified juniors and all senior Biology majors.

JAMES R. HERBSLEB, *Professor, Chairman (On Leave, Spring Term)*
HANS D. THEURER, *Instructor*
DEWEY WOODALL, *Instructor*
DAVID S. LITVIN, *Instructor*
HOMER L. SHOEMAKER, *Instructor*

The Department of Economics and Business Administration takes full advantage of its position within the framework of a liberal arts institution. This situation is a constant reminder of the value of educating men and women in a manner compatible with our rapidly changing times rather than forcing students into a mold of job training for jobs which may become obsolete within a short time of graduation.

Students are encouraged to cross disciplinary lines and to become aware of values and trends in fields relating to our changing society while at the same time the work of the Department gives a groundwork for understanding Economics and its applications and Business and its problem solving capability. This is strengthened by combining a general theory approach with the Internship Program and the advantages of association with the Executive-in-Residence. These programs are valuable aids to career selection and are strengthened by the career counselling service provided by our Alumni.

The Business curriculum is designed to provide the student with a broad perspective of the various functional areas of business, from a managerial standpoint. Emphasis is placed upon developing analytical and decision-making skills. While opportunities for specialization are present in the curriculum, the successful business graduate is typically a "generalist," thus providing him with a greater opportunity for entry into the business community or graduate study.

BUSINESS ADMINISTRATION

Students pursuing the area of Business Administration will follow the General Program with the opportunity for developing greater proficiency in such areas as Accounting, Finance, Marketing, or Management, through the selection of appropriate electives.

It is expected that majors will demonstrate competence in Mathematics including Math 104 and Math 106 or their equivalents. The following courses are required for the major: EC 200, 201, BA 203, 204, 217, 218, 315, 320, 322, and two (2) seminars including Business Policy.

100. Introduction to Business Administration.

A thumbnail description of and orientation to the business curriculum with emphasis placed on thoroughly orienting the student to his business studies. Required of all business majors before enrollment in any other business courses.
(No prerequisites. No credit.)

200, 201. Principles of Economics.

See the course description under Economics.

B U S - I N E S S - E C O N O M I C S

203. Principles of Accounting I.

This course does not presume any previous training in bookkeeping. It gives thorough acquaintance with the principles of accounting as applied to the corporate form of business enterprise.

204. Principles of Accounting II.

A continuation of BA 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: BA 203.

205. Principles of Tax Accounting.

Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc. Prerequisite: BA 204.

206. Principles of Cost Accounting.

The practices and procedures of Cost Accounting including the job order, process cost, and standard cost accounting principles.

217. Business Law I.

An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society. (No prerequisite.)

218. Business Law II.

A continuation of BA 217, extending the analysis of the law into the realm of business organizations and property. (No prerequisite.)

230. Personal Finance.

A comprehensive study of all major financial elements a person will normally come into contact with during his lifetime, including specific discussions of: budgeting, credit facilities, investments, expenditures for housing and medical care, insurance, retirement programs, and estate planning. Open to non-departmental majors. (No prerequisite.)

302. Business and Government.

A study of basic industrial organization as it is altered by government regulation, particularly the regulation of monopoly and unfair business practices as spelled out in the law. (No prerequisite.)

303. Government and Labor.

A study of the development of the law relating to labor-management relations. (No prerequisite.)

315. Principles of Management.

Study of general principles of business management with emphasis on transferability of management principles to all phases of business. Prerequisite: EC 200-201.

320. Principles of Finance.

A study of financial management principles from the point of view of the corporate financial officer, and as they relate to personal finance, investments and international finance. Prerequisites: EC 200, 201, BA 204, 315.

322. Principles of Marketing.

The basic study of determining consumers' needs and developing frameworks for the business organization to direct the flow of goods and services. Case analysis used to develop problem solving ability. Prerequisites: EC 200, 201, BA 204, 315, or consent of the instructor.

332. Contemporary Consumerism.

The initial course which confronts students with related problems of consumer protection and the deteriorating environment. In voluntary interest groups students attack problems of specific products, manufacturing processes, use of resources, and environmental effects through an interdisciplinary research program. (No prerequisite.)

400. Business Internship.**401. Independent Study and Research.****SEMINARS****402. Selective Seminars.**

To be announced in term schedules. Will include such topics as Advertising, International Business, Operations Management, Personnel Management, Intermediate Accounting, Advanced Accounting.

405. Business Policy.

Capstone study of business policy through case studies. Integrates the fundamentals of all business disciplines into a comprehensive approach to problem definition, analysis, solution, and evaluation. Prerequisites: EC 200, 201, BA 204, 315, 320, 322, or consent of the instructor.

ECONOMICS — AREAS OF SPECIALIZATION

1. General Economics.

This program of study provides the student with a broad background in economic theory and policy. Required courses are EC 200, EC 201, Math 106, EC 300, EC 301, EC 309, EC 340 and EC 402 plus two electives from BA 302, BA 303, EC 310, EC 311, EC 440. Total required courses — 10.

2. Public Finance.

A more specialized program intended for the student interested in government activity. Required courses are: EC 200, EC 201, Math 106, EC 300, EC 301, BA 302, EC 309, EC 310, EC 402, plus 1 elective from BA 303, EC 311, EC 340, EC 440 or BA 402. Total required courses — 10.

3. Labor Economics.

This area of specialization is designed to provide the student with an understanding of labor theory, law, and collective bargaining. Required courses are: EC 200, EC 201, Math 106, EC 300, EC 301, BA 303, EC 440, EC 340, EC 402 plus 1 elective from BA 302, EC 309, EC 310, EC 311, BA 402. Total required courses — 10.

For those students who intend to pursue their studies at the graduate level, both Mathematics 151 and 152 will be required. This sequence of mathematics courses is very strongly recommended to all majors in economics.



200. Principles of Economics I.

Microeconomics. This course is an introductory analysis of the behavior of the consumer and the firm. Fundamental tools of analysis are emphasized. (No prerequisite.)

201. Principles of Economics II.

Macroeconomics. The course is designed to provide an understanding of the operation of the economy as a whole. Topics included are the determination of income levels, inflation and economic growth. (No prerequisite.)

300. Intermediate Price Theory.

A rigorous analysis of the modern microeconomic theory of the behavior of the firm and the individual. Prerequisite: EC 200-201 or consent of the instructor.

301. Intermediate Income Analysis.

A detailed examination of the elements that determine the level of national income. Government fiscal and monetary policy will be discussed. Prerequisites: EC 200-201 or consent of the instructor.

309. Public Finance: Federal.

An investigation of the theory of government taxation and spending in the United States economy. Prerequisites: EC 300-301 or consent of the instructor.

310. Public Finance: State and Local.

The course covers the major sources and uses of revenues by these bodies with emphasis upon tax equity and spending efficiency. Prerequisites: EC 300-301 or consent of the instructor.

311. History of Economic Thought.

Major contributions to economic theory in retrospect and their contribution to modern theory. Prerequisite: EC 300-301 or consent of the instructor.

340. Labor Economics.

The basic determinants of the supply and demand for labor including the evolution of collective bargaining in the U. S. Prerequisite: EC 200-201.

440. Topics in Labor Economics.

Advanced analysis of selected aspects of labor economics such as the effect of negative income taxes on labor supply and labor mobility. Prerequisites: EC 300-301 and 340 or consent of the instructor.

402. Seminar in Economics.

Tentative topics include:

1. Environmental Economics: Air Pollution
2. The Economics of Poverty
3. Money and Banking
4. Advanced Economic Theory
5. Computer Use in Economics

CHEMISTRY



C. DEAN MITCHELL, *Professor, Chairman*
BERWYN E. JONES, *Associate Professor*
TERRY M. NAGEL, *Assistant Professor*
DANIEL J. HOY, *Assistant Professor*

The study of chemistry offers opportunities for the interpretation of natural phenomena of an immense variety. Therefore, the ways in which an education in chemistry can serve both society and its individual professionals are almost unlimited in number and kind. Whatever the variety, many of our most pressing social concerns such as public health, mental illness, environmental deterioration, and the famine-overpopulation problem certainly cannot be resolved without attacking their scientific aspects. These aspects are, to a large extent, chemical in nature.

Thus, alone or coupled with aspects of the sister disciplines of biology, geology, psychology and physics, the major in chemistry provides preparation for a career applicable to society's most pressing concerns.

For the student who recognizes that the promise of any significant post-graduate activity demands firm preparation and serious study, the Department of Chemistry offers a flexible curriculum. This flexibility provides a wide variety of approaches to challenging the unknown and gaining knowledge and confidence sufficient to examine nature with the anticipation of independent discovery.

Many career opportunities in chemistry and chemically related fields require only a bachelor's degree. Others require graduate education or professional training beyond the bachelor's level. The concentration in chemistry is designed to open all of these possibilities.

Opportunities for immediate post-graduate employment exist in both the educational and experimental areas. The former would include not only teaching but also library, technical writing, publication, government or consumer advocacy and business specialties. Careers involving design or performance of experimental investigations are found in medical research areas, such as cancer chemotherapy, and in the pharmaceutical industries which employ many persons with a bachelor's degree as members of research teams. Many laboratories engaged in bio-chemical research and problems in oceanography, air and water pollution, agriculture, pesticides and plastics are in constant need of college-trained chemists.

Continuing work beyond the bachelor's degree into graduate training amplifies the degree of responsibility which one may assume and offers the opportunity for initiation and leadership of research endeavors. Thus, the students who have developed interest in a special division of chemistry such as bio-organic or physical-inorganic, will probably seek admission to graduate school as the next logical step in becoming expert in such areas.

An undergraduate major in chemistry is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition and many engineering technologies. A chemistry concentration is also an excellent and appropriate preparation for professional schools; law directed at the consumer or patent level as well as medicine and dentistry—especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level.

A rewarding program for students interested in science education is an undergraduate concentration in chemistry, followed by further professional education leading, for example, to the MAT degree.

The Chemistry Department, located in a newly completed Science Building, is well equipped to exploit modern instrumental methods in both teaching and research functions. Nuclear magnetic resonance spectroscopy, ultra-violet, infrared, and visible spectrophotometry, vapor phase chromatography, and X-ray diffraction are among the experimental techniques which are brought to bear on chemical education at Monmouth. The College computer facilities have been integrated with the departmental activities from the freshman course through the senior research program.

Chemistry Department plans and programs are developed by a unit which includes all majors and faculty. The weekly Department meetings are open to all students. Chemistry majors themselves offer the course Chemistry 101-102 for non-science majors. A national-award-winning Student Affiliate Chapter of the American Chemical Society sponsors both social and professional activities.

DEPARTMENT MAJOR: A major in Chemistry requires as a minimum the satisfactory completion of the following courses: Chemistry 111 and 112 (151 will satisfy this sequence); 231, 211, 212, 311, 403 or 404 and one additional course numbered 200 or higher. Additions to this minimum course program will be structured about the individual student's postgraduate goals. Participation in departmental seminar programs, demonstration of a reading knowledge of technical German or Russian and satisfactory performance on the Undergraduate Record Examination complete the departmental requirements.

Students wishing their degree certified by the American Chemical Society will, in consultation with their departmental adviser, enroll in additional mathematics and chemistry courses which will provide an education which meets the standards of the Society's Committee on Professional Training.

101, 102. Chemistry: A Cultural Approach.

An introduction to various topics related to the field of Chemistry ranging from drugs to synthetic detergents and chemical warfare to birth control with particular emphasis on the environmental significance of these topics. Group and individual projects will be pursued in both lecture and seminar formats. The laboratory will

attempt to illustrate how various tools from thought to instrumentation are applied to the solution of selected chemical problems ranging from organic synthesis to the examination of molecular structure. This course will be taught by Chemistry majors operating in close consultation with Chemistry Department faculty.

110. Preliminary College Chemistry.

Designed primarily to serve the student who has no background in high school chemistry. Content includes mathematical skills required to solve general chemistry problems, nomenclature and notation of chemistry, basic concepts of atoms and molecules, periodic table of the elements, bonding, chemical change, stoichiometry, and equilibrium. (No laboratory, no prerequisite.)

111. Introductory Chemistry I.

An introduction to the fundamental concepts of chemical reactions, atomic and molecular structure, and bulk properties of matter. Subjects emphasized are stoichiometry, energy relations, equilibria, kinetics, electronic structure, chemical bonding, and the chemical description of matter in the solid, liquid and gaseous state. Prerequisite: Chemistry 110 or one year of high school chemistry and successful completion of departmental placement exam.

112. Introductory Chemistry II.

A continuation of 111. Prerequisite: Chemistry 111 or permission of the department.

151. Fundamentals of Chemistry.

Atomic and molecular structure, stoichiometry, periodicity, kinetics and equilibrium, acid-base and redox systems. Two laboratories per week consist of qualitative analysis and other appropriate experiments. Prerequisite: Satisfactory performance on the Chemistry Placement Test. (This course will not be offered in 1974-75.)

211. Organic Chemistry I.

An application of the concepts of bonding, structure and reactivity to the most fundamental types of carbon compounds. The laboratories introduce the principal manipulative techniques of organic chemistry through appropriate syntheses. Prerequisites: Chemistry 112, 151, or permission of the instructor.

212. Organic Chemistry II.

A continuation of Chemistry 211 which considers additional classes of organic compounds and the more intricate relationship between structure and reactivity as expressed in mechanistic terms.

The laboratories stress the chemical behavior of the major functional groups. Prerequisites: Chemistry 211, or permission of the instructor.

231. Introduction to Analytical Chemistry.

Principles of chemical equilibrium and quantitative analysis. Gravimetry, titrimetry, spectrophotometry, electrochemistry, and separations are surveyed. Two laboratories per week consist of experiments in separation and measurement, including an independent laboratory project. Prerequisites: Chemistry 112 or 151; Mathematics 103 or equivalent experience recommended.

311. Physical Chemistry I.

A study of thermodynamics, thermochemistry, phase equilibria, chemical equilibria, the gaseous state, properties of liquids and solutions, and electrochemistry. One laboratory per week which is correlated with the lecture material. Prerequisites: Chemistry 231, Mathematics 152, Physics 110 or permission of the instructor.

312. Physical Chemistry II.

Chemical application of quantum mechanics and statistical mechanics; structural chemistry. Laboratory is correlated with the lecture material. Prerequisite: Chemistry 311, Physics 111, Mathematics 103 or equivalent experience.

313. Biochemistry.

A study of the molecules of physiological importance, their structures, functions and transformations which occur within living cells. A more detailed study of some selected topics (e.g., proteins, nucleic acids, intermediary metabolism, enzyme action and biosynthesis) will be made. One laboratory per week illustrates modern biochemical techniques. Prerequisite: Chemistry 212 and permission of the Department.

331. Advanced Analytical Chemistry.

Principles and practice of modern instrumental methods of analysis and chemical instrumentation, including an introduction to simple electronic circuitry. Spectroscopic, electrical, magnetic, and differential migration processes are studied. The discriminating choice of suitable methods for solving individual analytical problems is emphasized. Prerequisites: Chemistry 212, 311 (may be taken concurrently by permission of the instructor). Mathematics 103 strongly recommended.

341. Advanced Inorganic Chemistry.

A study of structure, bonding, thermodynamic stability and reaction kinetics of coordination

complexes including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Synthetic and physical methods in inorganic chemistry are introduced in a single laboratory per week.

351. Organic Chemistry III.

An extensive and sophisticated study of polyfunctional organic compounds, including materials of natural origin. Two laboratories per week are devoted to the qualitative analysis of organic compounds and mixtures using classical and instrumental techniques. Prerequisites: Chemistry 212 or permission of the instructor. (offered in alternate years. Offered 1971-1974)

401. Chemistry Seminar.

This course will present a variety of topics centering about chemical science and its relationship to other disciplines, in a fashion which stresses those areas of learning and sensitivity which are not formally included in any other portions of the chemistry major's curriculum.

Three terms of seminar participation produces one term course credit. Open to declared Chemistry majors, or by permission of the instructor.

403. Research.

The study of an original laboratory research project chosen in consultation with the chemistry faculty. Some continuing problems on which students have reported are "Environmental Chemistry of the Monmouth Anaerobic Sewage Disposal System," "Chemical Bonding in Mercury-Organogermanium Compounds" and "Dietary Sodium Nitrite Generation of Stomach Carcenogens Under Physiological Conditions."

404. Independent Studies.

Study of a topic of special interest to the student directed by one of the staff. Laboratory, library or field work can be exploited in this study. Prerequisite: Permission of the Department.

451. Advanced Topics in Chemistry.

A discussion of advanced topics in chemistry. The laboratory is correlated with the lecture material. Prerequisite: Chemistry 311.



CLASSICS

BERNICE L. FOX, *Associate Professor, Chairwoman*
WILLIAM L. URBAN, *Associate Professor, (On ACM Arts of
London and Florence Program, 1974-75)*

The Department of Classical Languages emphasizes the study of Latin writers to the middle of the Second Century A.D., although independent study is available in Latin writings of any period, including the Twentieth Century. The 300 level courses are centered on the genres of literature (i.e. lyric poetry, drama, etc.). A student who has no previous training in Latin or who has had one or two years, but has been away from Latin may take Latin 100 to prepare for the reading courses.

Latin may be used to fulfill the foreign language option of the Language and Communication requirement.

DEPARTMENTAL MAJOR: A major in Classics involves at least seven courses in Latin above the intermediate level, including Latin 410, Greek 101 and 102; and either Classics 211 or 212.

Between the student's junior and senior years, Classics majors have a three-week summer program available, but not required. Two weeks are spent with the Vergilian Society in Cumae, Italy, with trips to Pompeii and Naples, and one week in Rome.

LATIN

100. Intensive Grammar.

A study of the basic grammar and syntax of the Latin language. Open to all students with less than three years of Latin.

204. Vergil.

A reading of selected books of the Aeneid. Open to students with two years of high school Latin or equivalent.
(alternate years)

205. Cicero.

Readings from Cicero's orations and essays. Open to students with two years of high school Latin or equivalent.
(alternate years)

All 300 level courses have a prerequisite of at least three years of high school Latin or equivalent, or permission of the instructor. These courses are open to freshmen and are given in alternate years. (301, 302, and 303 will alternate with 310, 311, and 312).

301. Livy.

Readings from Livy's histories, with emphasis on the early kings and the Carthaginian Wars.

302. Tacitus and Suetonius.

Study of the period from Julius Caesar to Hadrian.

303. Pliny's Letters.

A study of life in Rome under the early emperors as revealed in Pliny's correspondence.

310. Roman Drama.

Readings from Plautus and Terence, and a study of Seneca.

311. Lyric Poetry.

Readings from Catullus, Ovid, and Horace, and a study of lyric meters in Latin poetry.

312. Roman Satire.

Readings from Horace, Juvenal, and Martial.

401, 402, 403. Independent Study.

Independent study in individual Latin authors not included in regular courses, or studied in greater depth than a regular course permits. For advanced students only.

404. Independent Study.

Independent study in the Latin language. For advanced students only.

410. Prose Composition.

Prose composition in Latin. For advanced students only.

GREEK

101. Elementary.

A study of Greek grammar and syntax, with special emphasis on the Greek of Homer.

102.

A continuation of 101, with readings from Homer's *Odyssey*.

CLASSICAL CIVILIZATION

All Classical civilization courses are given in English and are open to all students. They require no background in Latin or Greek.

211. History of Greece (See History 211).

212. History of Rome (See History 212).

221. Classical Mythology.

A study of the gods of Greek and Roman mythology, and the major sagas. Satisfies Humanities requirement.

224. Word Elements.

A study of the Greek and Latin roots in the English language, and the meanings of prefixes and suffixes from this source. Counts as language and communications requirement.

225. Greek Literature in Translation.

(alternate years)

226. Latin Literature in Translation.

(alternate years)



EAST ASIAN STUDIES

CECIL C. BRETT, *Director, Professor of Government and History*

Monmouth's East Asian Studies Program was started in 1963 in order to integrate the study of Asian cultures into the liberal arts curriculum. Underlying this interdisciplinary program is the assumption that the American student, in an effort to understand man, the environment, the history, the thought, and the economic, social and political organization, is handicapped when the field of inquiry is limited to Western civilization alone. The program has special interest for students looking towards careers in international business, journalism, education or government service in Asia.

MAJOR: Although no departmental major is offered in East Asian Studies, students may design a topical major to suit their individual East Asian interest.

Regular courses of instruction are offered in Japanese language (see Modern Foreign Languages) and in the fields of Art, Government, History, Philosophy, Religion, Sociology and Theatre. These courses are taught by members of the Faculty with special Asian language and area competence, all of whom have studied, taught and travelled in Asia in recent years.

Students may elect to spend a year in India or Japan in programs sponsored by Monmouth College in cooperation with the Associated Colleges of the Midwest.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the College by its owners, Commander and Mrs. G. E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

ART

250. Japanese Printmaking.

350. Seminar in Oriental Art.

ENGLISH

215. Japanese Literature in Translation.

GOVERNMENT

250. Asian Political Thought.

242. Foreign Governments II, China.

381. International Politics for the Far East.

HISTORY

210, 202, 203. Oriental Civilization I, II, III.

301. Modern China.

302. Modern Japan.

303. Modern India.

JAPANESE

101, 102, 103. Elementary Japanese.

201, 202. Intermediate Japanese.

315. Japanese Literature in Translation.

320. Individual or Group Study.

PHILOSOPHY

306. Oriental Philosophy.

RELIGION

321. The Religions of India and the Middle East.

322. The Religions of S.E. Asia, China, and Japan.

SOCIOLOGY

103. Societies Around the World.

224. Cultural Anthropology.

325. Social Processes II.

415. Seminar in Comparative Social Systems.

SPEECH

312. Oriental Theater.

SPECIAL COURSES

250. Seminar in East Asian Studies.

Selected topics in East Asian Studies.

*The following courses are available to Monmouth
College students at Knox College:*

**The History of East Asian Civilizations (History
241 and 242—two term-sequence).**

India and Southeast Asia (History 387).

China and Japan (History 388).

**Great Ideas in the Non-Christian Religions
(Religion 111).**

**Buddhism: An Historical-Phenomenological
Analysis (Religion 310).**

**Comparative Governments of the Middle East
(Political Science 219).**

**Comparative Governments of Asia (Political
Science 317).**

EDUCATION



FRANCIS W. SORENSEN, *Assistant Professor, Chairman*
 RON VAN RYSWYK, *Professor*
 MARCIA J. SOLOMON, *Lecturer*
 JACK DADDONA, *Lecturer*
 KAYTE LOU DAVENPORT, *Lecturer*

Courses in education are provided for students preparing to teach in elementary and secondary schools. Most of the students enrolling in education courses complete one of the following teacher preparation programs approved by the Illinois State Teacher Certification Board: Illinois Standard Elementary Certificate, Illinois Standard High School Certificate, or the Illinois Standard Special Certificate.

Students completing one of the State of Illinois approved programs will be able generally to qualify for certificates in other states. Advisers in the department of education are prepared to discuss the requirements of other states and steps to be taken in applying for certificates.

Elementary Teacher Preparation Program

A student electing to qualify for the Illinois Standard Elementary School Certificate, valid for teaching in Grades K-9, completes a departmental, divisional, topical, or general studies major, distribution (general education) requirements, and the following courses: Education 200, 201, 330, 332, 334, 336 and 450. History 313, or Philosophy 211; Music 101 or 312; Mathematics 110 and 111; six basic skills courses in physical education or Physical Education 311 or 213.

In addition, the elementary certificate candidate is required to complete one natural science course beyond the minimum of two required for distribution. At least one of the three natural science courses should be elected from the physical sciences.

The student must also complete a total of four language arts courses (English, Speech) and three social science courses (History, Government, Economics, Sociology). At least one of the social science courses must be elected from the following: History 110, 282, 283, 351 or 353; or Government 103, 104 or 300.

High School Teacher Preparation Programs

State of Illinois approved programs for the Illinois Standard High School Certificate are available in:

Art	French	Physical
Biology	Geology	Education
Chemistry	German	Physics
Civics,	History	Psychology
Political Science	Latin	Sociology
Economics	Mathematics	Spanish
English	Music	Speech

A student electing to complete preparation for the Illinois Standard High School Certificate, valid for teaching in grades six through twelve, fulfills departmental major, distribution (general education), professional education, and other requirements for the baccalaureate degree. The departmental major must include a minimum of ten courses.

A course in American History or American Government should be elected in fulfilling a social science and history distribution requirement. Successful completion of a course in American History or American Government is required for an Illinois standard teaching certificate. Any one of the following may be used to fulfill the aforementioned requirement: History 110, 282, 283, 351, or 353, and Government 103, 104, and 300.

The professional education requirements include Education 200, 201, 340, and 450, and History 313 or Philosophy 211.

Special Certificate Programs

State of Illinois approved programs for the Illinois Standard Special Certificate are available in Art, Music, Physical Education and Learning Disabilities. These certificates are valid for teaching in grades kindergarten through twelve. In Art, Music and Physical Education, the departmental major, distribution requirements and professional education requirements are the same as those for the Illinois Standard High School Certificates with the exception that candidates for the special certificates are required to include courses in their programs directed toward elementary school teaching.

Additional courses required in the special certificate program are: for Art majors, Education 334, Teaching of Art in the Elementary School; for Music majors, Music 312, Teaching Music in the Elementary School; for Physical Education majors, Physical Education 311, Elementary School Physical Education. The clinical experiences of Art, Music, and Physical Education special certificate candidates are planned to include interaction with children in some of the grades within those specified for the elementary and high school certificates.

Learning Disabilities Program

The State of Illinois approved program includes a thirteen course credit topical major, the education courses of the program approved for the Standard Elementary School Certificate, and the distribution (general education) courses required for graduation. The courses of the topical major are Education 203, 204, 306, 307, 308, 460, Biology 217, Psychology 231, and three electives from the following: Speech 220, 222, or 322; Sociology 102 or 324; Psychology 335 or 340.

200. The Teacher and the School.

Reading, discussion, and participation selected and arranged to provide an experiential basis for decisions about teaching and subsequent preparation for teaching. One-half course credit. Prerequisite for admission to Education 201.

201. Educational Psychology.

Investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Particular emphasis is given to behavior modification, group dynamics, and interpersonal relationships in education. One course credit. Prerequisite: Education 200 and Psychology 111, 121 or 131, or consent of instructor.

203. Characteristics of Exceptional Children.

A survey of characteristics and educational needs of impaired and gifted children. Theories of intelligence are introduced and discussed as they apply to each exceptionality. Brief consideration is given to the problems of diagnosis, education, and treatment. One course credit. Prerequisite: Psychology 121 or 131, or consent of instructor.

204. Measurement and Evaluation of Exceptional Children.

The course includes an introduction to basic educational statistics and explores the diagnostic instruments used to identify the areas of exceptionality. Diagnostic instruments for the following areas will be discussed: general intelligence; developmental learning (as it applies to visual, auditory, perceptual and motor skills); and social and emotional adjustment. One course credit. Prerequisite: Education 201 and 203, or consent of instructor.

306. Needs and Problems of Children With Learning Disabilities.

An overview of the characteristics of learning disabled children and the developing interests in specific learning disabilities is presented. The implications of neurological deficits upon the three main channels of learning (visual, auditory, and motor) are covered. A multidisciplinary approach to diagnosis and treatment is presented. One course credit. Prerequisites: Education 203, 204, and Biology 217, or consent of instructor.

307. Curriculum for Children with Learning Disabilities.

The implications of major learning theories and research are studied as they apply to the curricular adjustments necessary for the student with learning disabilities. Theories of contemporary clinicians are reviewed and compared. One course credit. Prerequisite: Education 306, or consent of instructor.

308. Methods and Materials for Teaching Children with Learning Disabilities.

Specific diagnostic instruments used in identifying learning disabilities are discussed, with opportunity given for administration and interpretation. From diagnostic interpretations, preventative and remedial curricular techniques are applied to meet the needs of students with learning disabilities.

One course credit. Prerequisite: Education 307, or consent of instructor.

330. Elementary School Curriculum and Methods.

Investigation of the curriculum of elementary schools, methods of instruction, resources, and procedures for evaluation. Laboratory experiences are arranged. Development of foundations for a successful student teaching experience is a dominant objective. One course credit. Prerequisite: Education 201, or consent of instructor.

332. Teaching of Reading and Other Language Arts.

A study of theories, practices, and techniques of teaching reading and other language arts. One course credit. Prerequisite: Education 201, or consent of instructor.

334. Teaching of Art in the Elementary School.

A study of the objectives, content, and methods of teaching art in the elementary school. One-half course credit. Prerequisite: Education 201, or consent of instructor.

336. Teaching of Literature in the Elementary School.

A study of the objectives, content, and methods of teaching literature in the elementary school. One-half course credit. Prerequisite: Education 201, or consent of instructor.

340. Secondary School Curriculum and Methods.

Investigation of the curriculum of secondary schools, program planning, methods of instruction, resources, and procedures for evaluation. Microteaching and episode teaching are arranged. Participation of representatives of the students' major fields is encouraged. Development of foundations for a successful student teaching experience is a dominant object. One course credit. Prerequisite: Education 201 or consent of instructor.

Majors in physical education are advised to substitute Physical Education 320 for Education 340.

450. Student Teaching.

Directed observation and supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the Department of Education, and, in the instance of high school and special certificate candidates, a supervisor from the candidate's major field. Conferences are arranged to provide opportunity for reflection upon and evaluation of planning, implementation of plans, and other data derived from student teaching. Three course credits. Prerequisite: Admission to student teaching by the Teacher Education Committee. The criteria for admission may be obtained from the Secretary, Teacher Education Committee.

460. Practicum in Learning Disabilities.

This field experience provides an opportunity for in depth case studies (diagnosis, educational planning, parental and educational counseling, and remedial procedures) and classroom management of children with learning disabilities. The consultative services of specialists in academic subjects, speech, physical therapy, perceptual motor, social work, and psychology are made available. Conferences are arranged to provide opportunity for reflection upon and evaluation of planning, implementation of plans, and other data derived from the practicum. Three course credits. Prerequisites: Education 308 and 450 or consent of instructor and admission to the practicum by the Teacher Education Committee.

INDIVIDUAL OR GROUP AND INDEPENDENT STUDY

305. Individual or Group Study.

Study of special topics in education under the guidance of an instructor. One-half to one course credit. Prerequisite: Approval of the chairman of the department.

400. Independent Study.

Investigation of special topics relevant to teaching and teacher preparation. One course credit. Prerequisite: Approval of the chairman of the department.

405. Urban Education Seminar.

A study of the objectives, organization, programs, and problems of schools in large urban centers. One course credit. Registration limited to appointees to Urban Teaching Program of the Associated Colleges of the Midwest.

Courses below are offered by other departments and cross-referenced by the Department of Education. Descriptions are found under the departments indicated.

History 313. History of Education

Mathematics 110, 111. Mathematics for Elementary Teachers, I & II

Music 312. Teaching Music in the Elementary Schools

Music 313, 314. Music Education I & II

Philosophy 211. Philosophy of Education

Physical Education 311. Elementary School Physical Education

Physical Education 320. Curriculum and Methods of Physical Education



ENGLISH

GARY D. WILLHARDT, *Associate Professor, Chairman*
ADELE KENNEDY, *Associate Professor*
RICHARD S. LEEVER, *Associate Professor*
JEREMY McNAMARA, *Associate Professor*
GRACE H. BOSWELL, *Associate Professor*
MURRAY B. MOULDING, *Assistant Professor*

Within its curriculum, the English Department offers a program designed to meet the various needs of the general student and of our majors. In making curricular changes over the past few years, we have developed a wide range of course offerings and more flexibility in the methods of presenting literary materials. We recognize that we do not serve one type of major, but students who reflect a variety of educational goals and interests. Our curriculum has proved flexible enough to allow us to develop English majors who will teach in primary and secondary public education, as well as those whose major is preparation for professional school, such as law or graduate school.

The professional training and interests of the faculty of the department would require much time and space to describe adequately; the following statements only suggest the talents of each member. Dr. Richard Leever specializes in American literature and the Russian and European novel; Adele Kennedy, also in American literature, teaches courses in modern poetry and drama. Various aspects of British literary history are covered by Dr. Jeremy McNamara, Dr. Grace Boswell, and Dr. Gary Willhardt. Dr. McNamara teaches Shakespeare and various courses on Renaissance poetry and drama. Mrs. Boswell devotes much of her time to the literature of the nineteenth century, especially Romantic and Victorian poetry. Dr. Willhardt's primary concerns are eighteenth-century poetry, the rise of the novel, and literary criticism. In addition to these areas, our resident creative writer, Murray Moulding, directs courses, not only in creative writing, but in various aspects of contemporary literature and criticism. Over the past few years the members of the department have made a concerted effort to develop the literature collection in the library so that we have not only the primary texts and sources, but the significant supportive literature, criticism and history to do an effective job.

The English department sees its role not merely to transmit the "facts and information" about the development of our literary heritage but to instill within our students a sensitivity for our language and a critical awareness of our past and present literature. Our curriculum allows us to offer work in individual authors, literary periods, specific groups, theory and genre. Each year we provide a variety of courses, seminars, and independent studies through which our students increase their knowledge and their critical capacities. We encourage independent research and the growth of independent judgment because we believe such development lies not only at the heart of our discipline, but of the liberal arts tradition itself.

DEPARTMENTAL MAJOR: It is expected that majors will work out a meaningful individual program with their advisers. This program must contain a minimum of nine courses beyond English 101. Only two of the introductory courses (104, 105, 106, 120, 121, 122) may be included in the minimum for the major. Students may count toward their major a maximum of two literature in translation courses, and may count Classics 211, Mythology, as one of these two. One of the courses for the major must be at the 400 level.

101. Expository Writing.

This course is devoted to the study and application of basic expository techniques. Weekly themes are written.

INTRODUCTORY COURSES:

A. Analytical

104. Introduction to Drama.

An introduction to the varieties, techniques and devices in drama. Special emphasis will be given to dramatic conventions.

105. Introduction to Fiction.

An introduction to the analysis of the short story, the novella, and the novel.

106. Introduction to Poetry.

An introduction to the analysis of poetry as a genre.

B. Historical

120. Anglo-Saxon to late 17th Century (800-1700).

121. Neo-classical and Romantic Periods (1700-1830).

122. Victorian to Modern (1830 - World War II).

A series of courses emphasizing the chronological development of literature in the English language in both England and the United States. Literary movements, cultural influences, historical developments will be stressed. The student need not enter this sequence at the beginning.

INTERMEDIATE COURSES:

210. Creative Writing.

Practice in the analysis of fictional and poetic forms and in the writing of fiction and poetry.

211. Russian Literature in Translation.

A study of representative Russian novels and short stories by the major authors of the 19th and 20th centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Tolstoi, Turgenev) against the political and social backgrounds of their times.

215. Japanese Literature in Translation.

A study of selections from Japanese literature with special reference to Western impact on its development. See Japanese 315.

225. Black Literature.

A survey of the works of Black American authors beginning with pre-Civil War slave narratives to the present. It includes poetry, short stories, novels, and drama, as well as the expository writing of such men as Washington, DuBois, Wright, Baldwin, Malcolm X and Cleaver.

250. Special Topics.

311. Fiction Workshop.

A seminar-style examination of student manuscripts. Discussion will focus on evaluation and revision of short stories written during the term. Published stories will also be discussed as possible models for student work. Class will meet once per week. English 311 may be repeated up to three times. Prerequisite: English 210 and permission of the instructor. One-third credit.

312. Poetry Workshop.

A seminar discussion of student poetry. Oral interpretation will be emphasized to reveal emotional attitudes in the poems and as a guideline for revisions. Some effort will be made to relate techniques and themes of student poems to those of poems by published writers. May be repeated up to three times. Prerequisite: English 210 and permission of the instructor. One-third credit.

314. History of the English Language.

A study of the historical development of the English language, including some attention to internal history—sounds and inflections—as well as to external history—political, social, and intellectual movements and forces that have affected the development of the language at different periods.

331. The Practice of Literary Criticism.

Studies in the fundamental methods and techniques of modern literary criticism.

314. Studies in Medieval and Renaissance Literature.

342. Studies in 17th and 18th Century Literature.

343. Studies in 19th and 20th Century Literature.

344. Studies in American Literature to 1865.

345. Studies in American Literature 1865 to 1940.

346. Studies in American Literature 1940 to Present.

Period courses organized in a variety of ways in order to emphasize literary modes, literary groups or individuals. Students may take any course more than once; course subjects will be announced yearly.

350. Special Topics in Literature and Related Areas.

A course which permits the investigation of narrowly defined literary topics, or of subjects of an interdisciplinary nature.

351. Genre Studies: Novel.

352. Genre Studies: Drama.

353. Genre Studies: Poetry.

Studies in the various literary types and modes, such as the development of the novel, studies in comedy or tragedy, or in lyric or satire.

361. Shakespeare.

Studies in the comedies and history plays.

362. Shakespeare.

Studies in the tragedies and romances.

ADVANCED COURSES:

310. Advanced Creative Writing.

One-third credit per term. Can be taken up to three times. Prerequisite: English 210 and permission of instructor.

400. Seminar in Literary History.

A seminar giving students the opportunity to do intensive study in key literary periods and subjects, related to literary history of a specific period. Consent of instructor.

401. Seminar in Individual Authors.

An in-depth study and appraisal of an individual novelist, poet, or playwright. Consent of instructor.

402. Seminar in Literary Theory.

Seminar dealing in the broad theories of literature, including the nature of literature, criticism, and related areas, such as biography. Consent of instructor.

403. Modern Poetry, British and American.

A study of 20th century British and American poetry. The course is conducted as a seminar with emphasis on literary movements and social significance. Consent of instructor.

410. Modern Drama.

A study of Continental, British, and American drama from Ibsen to the present. Emphasis on major movements: Realism, Impressionism, Expressionism, Existentialism. Consent of instructor.

450. Independent Study.

Students should arrange with individual instructors for independent study projects.

The goal of the geology program is for the student to learn to function as a scholar in the classroom, laboratory, library and field through the full range of facts to high levels of inference. Emphasis on field oriented problems is consistent with our geographic setting and the nature of the field of geology.

The geology curriculum is designed to provide for the geology major, topical or divisional major and non-major. This is accomplished through offering a variety of introductory courses beyond the physical and historical sequence. Recently the department has instituted courses in environmental geology which address themselves to the problems of earth-man relationships.

Seminars and special topic courses are extensively utilized to provide in-depth experience in areas of special student and faculty interest. These courses are usually less structured and aid in developing closer student-faculty relationships.

Geology majors are encouraged to participate in research at an early stage in their professional development. These studies are generally field-oriented and are on problems tailored to the level of the individual student's competence.

Through its program the geology department provides a sound, broad-based, integrated curriculum upon which the student can build in graduate school or through continued self-education.

DEPARTMENTAL MAJOR: Students planning to undertake a professional career in geology must complete the following requirements:

- (a) A minimum of eight term courses in geology of which at least three must be at or above the 300 level.
- (b) A minimum of one term course above the introductory level in biology, chemistry or physics.
- (c) A minimum of two term courses in mathematics. Students interested in mineralogy and petrology should complete the calculus sequence. Students interested in stratigraphy and paleontology should take statistics and computer science.
- (d) Students desiring to graduate with honors must take Geology 406.

EARTH SCIENCE TEACHER: The State of Illinois offers two options for Earth Science Teachers: (a) Teaching of Physical Science; (b) Teaching of General Science. (See Education Department section for requirements for certification.)

DIVISIONAL OR TOPICAL MAJOR IN ENVIRONMENTAL GEOLOGY: Students interested in environmental problems may select this option as preparation for careers in environmental science. Further information about this option can be obtained from the departmental chairman.

101. Physical Geology.

An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory and field trips to areas of geologic interest. Open to all students.

GEOLOGY

102. Historical Geology.

A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory and field trips to areas of geologic interest. Prerequisite: Geology 101.

105. Environmental Geology I: Geologic Hazards and Resource Management.

Study of the interaction of man and the environment to discover how one can best conduct affairs to produce minimal change and harm to the environment. The subject is approached through lectures, readings, discussions, laboratory, and field experiences. Prerequisite: Geology 101.

106. Environmental Geology II: Geohydrology.

Physical and chemical properties of water; water in the atmosphere, lithosphere and biosphere; interaction of man and the hydrosphere, use and conservation of water. Material is presented by members of the Biology, Chemistry and Physics Departments as well as through lectures, readings, discussions, laboratory and field exercises.

212. Mineralogy.

Crystallography, crystal chemistry, and descriptive mineralogy, mineral occurrences, associations and uses. Prerequisite: Chemistry 111 or concurrent registration.
(alternate years)

222. General Paleontology.

Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils.
(alternate years)

233. Geological Techniques.

Study of instruments and their use for measuring earth phenomena. Frequent field trips, some on weekends, spring vacation and/or on holidays to areas of geologic interest.
(alternate years)

302. Stratigraphy.

Principles of stratigraphy; genetic relations and correlation of rock and time rock units. Prerequisite: Geology 102 and/or consent of instructor.
(alternate years)

311. Structural Geology.

Character, classification, and origin of rock structure. Prerequisites: Geology 102, first-year physics.
(alternate years)

322. Geomorphology.

Consideration of the fundamental concepts of the origin and development of land forms. One of the major tasks in the course will be to utilize quantitative methods of landform analysis. Prerequisite: Geology 102.
(alternate years)

325. Introduction to Petrology.

A study of igneous, sedimentary and metamorphic rocks in hand specimen. The hand specimen identification of rocks is stressed in laboratory and field situations and principles governing the origin, characteristics, and classification of rocks is investigated. Prerequisite: Geology 212.
(alternate years)

335. Thin-Section Petrology.

An analysis of the behavior of light as it passes through thin sections of rock that are mounted on the stage of a polarized microscope, and of the optical properties of the minerals in such thin sections. Subsequently, such knowledge will be utilized to decipher the character, mineral composition, origin and evolution of igneous, sedimentary and metamorphic rocks. Prerequisites: Geology 212 and 325.
(alternate years)

406. Independent Study.

Individual research and readings. May include senior thesis. Required of all candidates for graduation with departmental honors. May be repeated for credit. Prerequisite: consent of instructor.

407. Seminar.

Topical seminar with selected readings, written preparations and/or oral presentations. May be repeated for credit. Prerequisite: consent of instructor.

The following courses are available to Monmouth students at Knox College:

Physiography of Eastern United States (Geology 210).

Physiography of Western United States (Geology 202).

X-Ray Diffraction and Fluorescence (Geology 306).
Geology Seminar (Geology 321).

ROY M. McCLINTOCK, *Associate Professor, Chairman*
CECIL C. BRETT, *Professor*
CHI Y. LIN, *Assistant Professor*

The curriculum of the Government Department is designed to provide a broad background in the field of political science. The Department offers all of the standard courses in the major fields of political science, including American Government, International Relations, Foreign Governments, Political Theory, and Public Administration.

The Government curriculum also prepares students for graduate school or law school. Students interested in the former are urged to take both Scope and Methods and the Senior Seminar. Students intending to go to law school are encouraged to take Jurisprudence, a course specially devised for pre-law students. Students in both of the above categories are urged to take a course in computer programming and a course in statistical method. The Department has three faculty members. Dr. McClintock teaches various courses in American Government and politics, specializing in the judicial system. Dr. Lin teaches non-American fields, specializing in Chinese politics and U.S.-China relations. He is currently doing research on Sino-American relations. Dr. Brett teaches International Relations and specializes in Japanese politics (he was in Japan for one year as a Fulbright scholar), and is in charge of the East Asian Studies Program at Momouth College. Dr. Brett also offers courses in Oriental Civilization and Japanese History.

DEPARTMENTAL MAJOR: A minimum of eight courses, including Government 103 and 104, 241 or 242, 351 or 352, and 320 or 404.

103. Introduction to American National Government.

A study of the federal government and its constitutional development.

104. State and Local Government and Politics.

A study of the political institutions of the 50 states and their subdivisions (counties, townships, cities, etc.); also, the Constitution of Illinois, to meet one of the Illinois requirements for teachers. This course is a sequence to Government 103, although both can be taken independently.

241. Foreign Government I. Western European Governments and Politics.

A study of the governments and politics of England, France, and West Germany. The political cultures, interest groups, and political parties and elections of these countries will also be examined. Prerequisites: Government 103 or 104. Junior standing.

242. Foreign Government II. Chinese Government and Politics.

A study of the traditional Chinese political order, the transitional period (Kuomintang to Revolution), and Communist rule. Prerequisites: Government 103 or 104, or History 201 or 202, or 203. Junior standing.

GOVERNMENT

250. Special Topics.

Subjects selected according to the interests of the students and the capabilities of the instructors.

300. Government in Action.

A study of the history, structure and operation of the federal government through lecture, reading and directed observation in Washington, D.C. as part of Washington House Program.

302. Business and Government.

See Economics and Business Administration 302.

303. Government and Labor.

See Economics and Business Administration 303.

309. Public Finance: Federal.

See Economics and Business Administration 309.

310. Public Finance: State and Local.

See Economics and Business Administration 310.

311. Party Politics and Election.

A study of the problems and conduct of elections and primaries in the United States. Special studies are made of current political campaigns.

Prerequisites: Government 103 and 104, junior standing or consent of the instructor.
(alternate years)

320. Scope and Methods of Political Science.

An examination of the scientific study of politics, the present state of political science, and the different approaches to the scientific study of politics. Prerequisites: Government 103 and 104. Junior standing.

351. Political Theory I: Plato to Bodin.

A historical survey and philosophical analysis of political theory from ancient Greece to the 16th century. Required reading from Plato, Aristotle, Machiavelli, and others. Prerequisites: History 102, or Government 103 or 104.

352. Political Theory II: Modern Political Theory.

A continuation of Government 351, from the 17th century to the present. Required reading from Hobbes, Locke, Rousseau, Burke, Mill, and Communist and Socialist theorists. Prerequisites: History 102, or Government 103 or 104.

353. Communism.

A study of Communist ideas, including pre-Marx Communism, Marxism, Leninism, Stalinism, and Maoism. Prerequisite: Junior standing.

360. Public Administration.

A study of the nature, scope, and development of the American administrative system, the theory of organization, staff and auxiliary agencies, chief executive, administrative departments, independent regulatory agencies, government corporations, administrative relationships, and science in administration. Prerequisite: Government 103 or 104. (alternate years)

361. Legislatures and Legislation.

A study of the legislative process, methods of getting information, public opinion, and special interest. Prerequisite: Government 103 or 104. Junior standing.

364. Pressure Groups and Lobbying.

An examination of pressure groups and their attempts to influence the passage of legislation on national and state levels. (Offered in alternate years). Prerequisite: 103, 104, or consent of instructor.

380. World Politics.

A study of states in relation to each other; as friends, rivals, contestants; the influence of nationalism, economic rivalry, power politics, causes of conflict, means of resolving conflict and avoiding war. Prerequisite: Government 103 or 104 or History 103.

381. International Politics of the Far East.

Background of Far Eastern international relations. World War II and its aftermath. Nationalism. The bi-polar conflict in Asia. The politics of neutralism or non-alignment. U.S. policy in Asia.

385. American Foreign Policy.

An analysis of the policy making process, the instruments of policy, and the world environment confronting American Foreign Policy makers in the periods since World War II. Prerequisite: Government 103, 104; and 380 or 381.

395. American Constitutional Law I.

A study of the federal system and the federal government as developed through judicial interpretation of the Constitution. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

396. American Constitutional Law II.

Civil Rights, a study of judicial interpretation of the Federal Bill of Rights, and the 14th Amendment. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

398. Jurisprudence.

A study of the sources and nature of law. The nature of judicial process and the practice of law. Local lawyers will be used as guest lecturers. Designed for pre-law students. (Offered in alternate years).
Prerequisite: 103, 104, or consent of instructor.

401. Independent Study.

Selected reading, written reports, conferences.
Prerequisite: junior or senior standing. By arrangement with the instructor.

404. Senior Seminar.

A schedule of readings, reports, and discussions designed to give a broad knowledge of the literature in the discipline of political science.

Knox College offers the following courses which may be chosen by Monmouth students.

Foreign Policy of the Soviet Union (Political Science 216).

Jurisprudence (Political Science 302).

International Law and Organization (Political Science 312).

Problems in Administration (Political Science 322).

Opinion and Public Policy (Political Science 322).

Theory of Political Development (Political Science 345).



HISTORY

WILLIAM L. URBAN, *Associate Professor, Chairman (On ACM Arts of London and Florence Program, 1974-75)*

CECIL C. BRETT, *Professor*

F. GARVIN DAVENPORT, *Professor*

MARY B. CROW, *Associate Professor, Acting Chairwoman*

DOUGLAS R. SPITZ, *Associate Professor*

GEORGE D. TSELOS, *Assistant Professor (On ACM Newberry Library Program, 1974-75)*

The object of the study of history is an understanding of man and his institutions, and the method of studying history is essentially philosophical (Who am I? Why am I as I am? Out of all the events which have occurred, why are some considered important?). The program for majors, therefore, is built around two courses, History 100 and History 300, to be taken in the freshman and junior years respectively. The first concentrates on instruction in the various schools of history; the second on research techniques. Independent reading and independent study, each accompanied by frequent meetings with the professors, are intended to encourage individual mastery of the skills needed by historians.

Because undergraduate history courses require no special training or background, almost all are open to freshmen and non-majors. Class size is usually small, from a dozen to twenty-five. Class discussions are frequent. Audio-visual materials are utilized extensively.

The staff has five Ph.D.'s (Vanderbilt, Michigan, Nebraska, Texas, and Minnesota), each active in professional organizations and each involved in research and publication. Emphasis is on teaching, and all are experienced professionals working in areas of their training and interest. Two are in American history, two in European, one in British and Indian and one in East Asian history.

There is a history club which has speakers, projects, and field trips. There is a chapter of Phi Alpha Theta, the honorary history fraternity. Several students of recent years have completed their Ph.D.'s at nationally prominent schools. Others have entered journalism, law, and professional schools. Many now teach in the public school systems.

DEPARTMENTAL MAJOR: A minimum of 10 courses, including 100, 110, 300 and 408. One course in either Afro-American or Asian history is recommended.



100. Introduction to the Study of History.

The nature of history; its uses and limitations. The philosophy and methodology of history. Required of all majors.

101. Western Civilization.

A survey of western civilization from its beginnings to the end of the middle ages.

102. Western Civilization.

A survey of social and political developments in European civilization from the Renaissance to the end of the Napoleonic Era.

103. Western Civilization

A continuation of 102 but may be taken separately. The main political, social and economic forces in Europe since 1815.

110. Great Issues in United States History.

A study of selected problems and crises in the history of the United States beginning with the American Revolution. Required of history majors. Should be taken in either the freshman or sophomore year.

201. Oriental Civilization I.

Asian history and culture before 1600.

202. Oriental Civilization II.

A continuation of 201 but may be taken separately.

203. Oriental Civilization III.

The culture and social institutions of modern Asia. Selected topics: government, philosophy and the arts. The impact of Western civilization. May be taken separately.

211. History of Greece.

Classical Greece. Concentration on Ancient historians and their works. Open to all students.

212. History of Rome.

An interpretation and evaluation of Roman civilization with special emphasis on the late Roman Republic. Open to all students.

222. Medieval History.

Topics in medieval life, politics and culture. Open to all students.

223. The Renaissance.

Social and political life with considerable attention to the cultural contributions of the period. Open to all students.

234. 19th Century Europe.

The industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1890. Open to all students.

235. 20th Century Europe.

Main issues in European history from 1890 to the present with emphasis on Germany as the focal point of European politics. Open to all students.

241. History of Great Britain I.

English political and social development from the earliest times to the mid-17th century. Open to all students.

242. History of Great Britain II.

A continuation of 241 but may be taken separately. The modern parliament, political and social reform. Britain in the 20th century. Open to all students.

282. Afro-American History I.

History of American black people with the emphasis on the period before 1865. Open to all students.

283. Afro-American History II.

A continuation of 282 but may be taken separately. Covers events from the Reconstruction era to the contemporary civil rights movement and black militancy. Open to all students.

301. Modern China.

From 1800 to the present. Emphasis on the impact of the West on China.

302. Modern Japan.

Social, economic, and political development of modern Japan. Emphasis on the Japanese response to problems posed by contacts with the Western world.

303. Modern India.

A study of political, social, and economic factors, with special attention to the impact of British colonialism and the independence movement on traditional institutions.

311. Church History, Ancient and Medieval.

See Religious Studies 311.

312. Church History, Reformation and Modern.

See Religious Studies 312.

313. History of American Education.

The evolution of the public school and higher education. Emphasis on problems of the 20th century. This course cannot be used for either distribution or major requirements. Open only to juniors and seniors in the teacher training program.

351. Social History of the United States.

Emphasis is placed on the social and cultural forces of the 19th century which laid the foundation for 20th century social patterns. Not open to freshmen.

353. 20th Century America.

A study of the political and social movements in the United States from about 1890 to the present. Not open to freshmen.

PRO-SEMINARS

349-350. Studies in European History.

Tudor-Stuart England, The Reformation, French Revolution, and other topics will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes. Open to majors and qualified non-majors.

359-360. Studies in American History.

Colonial Civilization, the American South, the Civil War, or other topics will be offered on a

rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes. Open to majors and qualified non-majors.

SEMINARS AND INDEPENDENT STUDY

300. Junior Seminar.

A research seminar required of all majors in the junior year.

320. Independent Reading.

Reading supervised by instructors in areas not offered by department and in more advanced work. Consent of instructor necessary.

402. Independent Study in Afro-American History.

For qualified majors and non-majors. Prerequisite: History 282 or 283, sophomore standing or above. Consent of the instructor.

408. Independent Study.

Required of all majors. Topics are selected by the student and his instructor. Prerequisite: History 300 and the consent of the instructor. May be repeated for credit.

Knox College courses are open to Monmouth students. Students are encouraged to check the Knox offerings each term. Also the Monmouth faculty occasionally exchanges with other schools so as to provide a wider variety of courses than are listed in the catalog.

MATHEMATICS



R. D. BOSWELL, JR., *Professor, Chairman*
JOHN D. ARRISON, *Associate Professor*
DAVID L. EHLERT, *Associate Professor*
PETER K. KLOEPEL, *Associate Professor (On Leave, 1974-75)*

The Department of Mathematics offers a rather wide range of courses designed to meet the needs of students with various career interests. In addition to courses for the student interested in a career in mathematics, the Department offers courses for those students who desire some mathematics as part of their general liberal arts education, for those students who desire to study in the sciences, and for those students who plan a career in the social sciences. Each course is designed with the expectation that students will develop understanding of basic concepts, competency in problem-solving and technical proficiency.

For those who desire to follow a mathematics-oriented career, a strong departmental major is available to prepare them for one or more of the following options: 1) Entrance into industry or government service to work on the mathematical problems there, 2) Entrance into a strong graduate program in mathematics, 3) Entrance into the teaching profession at the secondary school or elementary school level.

The Department encourages its majors, early in their college careers, to learn to use the computer as a learning resource. There is a growing awareness on campus that this learning resource can be valuable to a large number of students in a diversity of disciplines.

The members of the Department have a broad range of specialized interests including algebra, analysis, topology, statistics and probability.

DEPARTMENTAL MAJOR:

- (a) A minimum of ten term courses including Mathematics 151, 152, 251, 252, 301, 311, and 254 or 339, and including one of the following sequences: Mathematics 301 and 302, 311 and 312, 339 and 340. A reading knowledge of French, German, or Russian is strongly recommended.
- (b) Students who complete the teacher certification requirements may obtain a major in mathematics by taking a minimum of ten courses including Mathematics 151, 152, 251, 252, 311, and a course in geometry. A reading knowledge of French, German, or Russian is recommended.
- (c) Candidates for Honors in Mathematics will be expected to complete appropriate independent study and pass a comprehensive examination.

Note: No course numbered below 151 will be counted toward satisfying the minimum requirements for a major in mathematics.

103. Introduction to Computer Programming.

One-third term course credit.

104. A Numerical Approach to Elementary Mathematics.

Concepts in algebra, graphing of functions, and linear algebra approached from a numerical and problem-solving point of view. Enrollment limited to students who do not have credit in a college mathematics course.

106. Elementary Statistics.

Methods for handling data, nature of probability distributions, and an introduction to statistical inference with applications. Includes mean and variance, correlation and regression, and some of the basic distributions of statistics.

110. Mathematics for Elementary Teachers I.

A study of the number systems of arithmetic — the natural numbers, the rational numbers, and the integers — and their properties. Enrollment limited to students preparing to teach elementary school mathematics.

111. Mathematics for Elementary Teachers II.

Informal geometry and topics in mathematical reasoning. Enrollment limited to students preparing to teach elementary school mathematics.

Mathematics 110 and 111 may be taken in either order.

141. Elementary Functions.

A study of polynomial, circular, exponential, and logarithmic functions. This is a pre-calculus course. Prerequisite: Two and one-half years of college preparatory mathematics.

151. Calculus I.

A study of the calculus of functions of a single variable. Prerequisite: Placement or Mathematics 141.

152. Calculus II.

Continuation of Mathematics 151. Prerequisite: Mathematics 151.

251. Linear Algebra and Multivariate Calculus I.

Vector analysis, vector spaces, linear transformations and matrices, determinants and systems of equations, calculus of several variables. Prerequisite: Mathematics 152.

252. Linear Algebra and Multivariate Calculus II.

Continuation of Mathematics 251. Prerequisite: Mathematics 251.

254. Differential Equations.

An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 252.

301. Advanced Calculus.

A theoretical development of the calculus of one and several variables including topological concepts, limit theorems, differentiation, integration, series, pointwise convergence and uniform convergence. Prerequisite: Mathematics 252.

302. Advanced Calculus.

Continuation of Mathematics 301. Prerequisite: Mathematics 301.

311. Introduction to Modern Algebra.

Rings, integral domains, fields, groups, determinants and matrices. Prerequisite: Mathematics 152.

312. Introduction to Modern Algebra.

A continuation of Mathematics 311. Prerequisite: Mathematics 311.

315. Theory of Numbers.

The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences residues. Prerequisite: Mathematics 152.

317. Projective Geometry.

An axiomatic approach to projective geometry. Prerequisite: Mathematics 152.

323. Numerical Analysis.

An introduction to numerical methods in mathematics. Topics from the theory of computation with applications to linear algebra and differential equations. Computer methods, systems of linear equations, eigenvalues, numerical solutions of differential equations. Prerequisites: Mathematics 252 and Mathematics 103 (one may take Mathematics 323 and Mathematics 103 concurrently).

339. Probability and Statistics.

An introduction to probability theory and its applications. Discrete and continuous random variables, density functions, distribution functions, expectation and variance. Prerequisite: Mathematics 252.

340. Probability and Statistics.

An introduction to the theory and applications of statistics. Limit theorems, estimation, confidence intervals, and statistical inference. Prerequisite: Mathematics 339.

341. Functions of a Complex Variable.

Algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, conformal mappings. Prerequisite: Mathematics 252.

350. Topics in Mathematics.

The topics to be studied will be announced before registration when this course is offered. The course may be repeated provided the student does not already have credit for the topics being studied. Prerequisite: Consent of the instructor.

411. Introduction to Topology.

Metric spaces, general topological spaces, compactness, separation and connectedness. Prerequisite: Mathematics 252 and consent of the instructor.

412. Introduction to Topology.

Continuation of Mathematics 411. Prerequisite: Mathematics 411.

421. Independent Study and Seminar.

Selected topics in advanced mathematics. Prerequisite: Mathematics 311.

422. Independent Study and Seminar.

A continuation of Mathematics 421.

The following courses are available to Monmouth students at Knox College:

Introduction to Real Analysis (Mathematics 334).

Foundations of Mathematics (Mathematics 327).

LANGUAGES

HARRY W. OSBORNE, *Professor of French, Chairman*
JUAN FERNANDEZ, *Instructor of Spanish*
HELEN V. FRITSCHI, *Instructor of German*

The Modern Foreign Language Department has two main functions at Monmouth College: (1) to supply the beginning student with a useful learning tool and expose him to a foreign way of life and thought; (2) to provide advanced courses for those interested in specializing in the field of foreign languages and literature.

Beginning courses emphasize practical use of the language while also laying the foundation for advanced study if the student desires to continue. The department has a modern well-equipped language laboratory and access to special audio-visual equipment needed for language study.

All members of the department are either native speakers or teachers who have lived and traveled in the country whose language they speak and who handle the language with native or near-native fluency.

In its language and literature courses the Modern Foreign Language Department tries to give students an understanding of the history and culture of the country or countries whose language they are studying. The department feels that the study of a foreign language gives us a singularly direct and probing insight into another culture and that such an insight has another interesting reward; it enables us to see much more clearly into our own culture and civilization.

The department also encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every possible way. The department feels that such a study-travel experience is invaluable to all students and provides them with a better understanding of themselves and their world.

Students may wish to take advantage of the agreement with Knox College whereby Monmouth College students can take courses at the neighboring campus.

In addition to its two main functions, the department, in collaboration with the Department of Education, offers teacher-training programs for students preparing to enter the field of teaching.

DEPARTMENTAL MAJOR:

- (a) A minimum of eight term courses beyond 101-102 covering the periods of literature. At least one Independent Study Course is encouraged.
- (b) Students interested in using a foreign language for teaching in the secondary schools, should take six courses beyond the elementary level. (The minimum requirement in the State of Illinois).

Students are encouraged, under the guidance of the department, to participate in an accredited foreign study program. Candidates for foreign study must be approved by the department and programs must be planned well in advance.

On the basis of placement examinations, recommendations for courses are made to students who wish to continue a language studied in high school. An indication by the placement examination that a student has shown mastery of language material of the 102 level or the successful completion of a course in modern foreign languages at the 102 level allows the student to fulfill half of the Language and Communication requirement:

JAPANESE

101. Elementary.

An introduction to standard Japanese, with emphasis on structural characteristics of the language. Laboratory exercises provide drills in pronunciation and practice in listening, comprehending and speaking.

102. Elementary.

A continuation of 101, with introductory work in written Japanese.

103. Elementary Conversation and Composition.

Review of the essentials of Japanese grammar covered in Japanese 101 and 102 with extensive drills and practice in speaking, comprehending, reading, and writing. The aim of the course is a synthetic understanding of the structure of the language rather than an analytical one.

201. Intermediate.

Continued emphasis on the oral and written language. Readings from Japanese authors with audio-visual aids.

202. Intermediate.

A continuation of 201.

315. Japanese Literature in Translation.

See English 215. A study of selections from Japanese literature with special reference to Western impact on its development.

SPANISH

101. Elementary.

An introduction to Spanish as a spoken and written language. Regular practice in the classroom and laboratory in hearing and imitating current, realistic speech. Four-fold aim of speaking, comprehending, reading and writing the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Continued emphasis on the spoken and written languages, aimed toward adequate oral and written expression. Readings from modern literature, with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.

203. Introduction to Spanish Literature.

Follows 201. This course is a continuation of a study of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In our study of masterpieces of literature, we will be concerned with both form and content, with language and meaning.

299. Written and Oral Practice.

Spanish language structure beyond the intermediate level; conversation based on readings; written composition aimed towards accuracy of expression, use of tapes and discs. Prerequisite: Spanish 201.

303. Generations of 1898 and 1914.

Ganivet, Costa, Unamuno, Azorin, Maeztu, Menéndez-Pidal, los Machadós, Ortega, D'Ors, Pérez de Ayala, Miró, Gómez de la Serna, Benavente. Prerequisite: Spanish 203 or 299. (alternate years)

304. Contemporary Spanish Literature.

Generation of 1927 (Lorca, Diego, Alberti, Guillén, Aleixandre, Salinas, Cernuda, D. Alonso, Hernández); and brief appraisal of Post-Civil War Literature (Cela, Matute, Goytisolo, Gironella, Celaya, Otero). Prerequisite: Spanish 203 or 299. (alternate years)

307. Spanish-American Novel of the 20th Century.

Analytical readings of selections from the works of Azuela, Güiraldes, Gallegos, Rivera, Barrios, Mallea, Borges, Prado, Rulfo, Rojas, Sábato. Prerequisite: Spanish 203 or 299. (alternate years)

308. Contemporary Spanish-American Poetry.

From Darío to the present. Prerequisite: Spanish 203 or 299. (alternate years)

309. Spanish American Theater and Essay of the 20th Century.

A study of the selected works by Rodó, Vasconcelos, Reyes, Pecón Salas, Mallea, Borges, Arciniegas, Manach and other outstanding essayists; a study of selected plays by Florencio Sánchez, Usigli, Osorio, Gorostiza, and other contemporary Spanish-American playwrights. Prerequisite: Spanish 203 or 299. (alternate years)

310. Advanced Composition and Conversation.

Concentrated training in the use of the Spanish language, both in its written and oral expression. Prerequisite: Spanish 299 or permission of the chairman.

320. Individual or Group Study.

Specialized study, under guidance, of certain aspects of Spanish literature, i.e., *Romancero*, picaresque novel, Golden Age drama; or of Spanish-American literature, i.e., literature of the colonial period, modern essay, novels of the Mexican Revolution, Masterpieces of Spanish-American literature.

350. Spanish Prose.

The development of Spanish prose from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 203 or 299.

351. Spanish Theater and Poetry.

The development of Spanish drama and poetry from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 203 or 299.

401. Independent Study.

Individual research problems under guidance of the instructor.

FRENCH

101. Elementary.

Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns. This course builds a foundation for reading the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Selected readings of modern literature, with conversational approach. Continued emphasis on oral and written expression aided by laboratory practice. Prerequisite: French 102 or equivalent.

214. Introduction to French Culture

A chronological survey of the growth and development of French culture from the Carolingian period to the present day. Prerequisite: French 299 or its equivalent. One Course Credit.

250. Special Topics.

299. Written and Oral Practice.

A study of French language structure beyond the intermediate level. Grammar, written and oral composition and insistence on accuracy of expression. Prerequisite: French 201.

310. Advanced Composition and Conversation.

An advanced course in the study of French grammar composition, style, and phonetics. Prerequisite: French 299 or permission of the chairman.

319. European Literature in Translation

A comparative and esthetic appreciation of great masterpieces of European literature in translation. The works chosen will be taken largely from the literatures of France, Germany, Italy and the Spanish-speaking world. No prerequisite. One Course Credit.

320. Individual or Group Study.

Specialized study, under guidance of the instructor, of certain aspects of periods of French literature i.e., Medieval literature, the "Encyclopedist" French lyrics, memoirs and letters.

340. Medieval, Renaissance and Pre-Classical French Literature.

Selected masterpieces of French literature from the Middle Ages, the Renaissance and the Pre-Classical or Baroque periods, studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent. One Course Credit.

341. Classicism, Voltaire and Diderot

Selected French masterpieces from the period of *le grand classicisme* and the works of Voltaire and Diderot, studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent. One Course Credit.

342. Rousseau and the 19th Century.

Selected writings from the works of Rousseau and masterpieces from 19th century French literature, studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent. One Course Credit.

343. Modern French Literature.

Selected masterpieces of French literature of the 20th century, studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent. One Course Credit.

401. Independent Study.

Individual research problems under the guidance of the instructor.

GERMAN

101. Elementary.

An introduction to the German language, with emphasis on speaking and pronunciation. Laboratory practice supplements classroom instruction. A foundation for reading and writing the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

A variety of short readings of German literature, essays, and scientific writing for practice in developing reading, conversation, and writing skills. Review of German grammar and usage. Prerequisite: 102 or equivalent.

203. Introduction to German Literature and Culture.

An introduction to the literary and historical movements in Germany from the 18th century to the present through readings in literature, history, politics, philosophy, the arts, and science. Continued practice in reading and speaking the language. Prerequisite: German 201 or equivalent.

250. Special Topics.

299. Composition and Conversation

Concentrated training in the development of written and oral expression. Practice in conversation, letter writing, and composition based on readings about German life and people. Grammar review and study of the language beyond the intermediate level. Prerequisite: German 201 or equivalent.

301. German Literature from Naturalism to the Present.

A study of major figures and movements in German literature of the 20th century. (Hauptmann, Rilke, Hofmannsthal, Hesse, Brecht, Kafka, Frisch, Grass). Prerequisite: German 203 or 299.

302. German Literature of the 19th Century.

A study of selected works by major writers of the period 1830-1890, with special emphasis on the German novella. (Büchner, Kleinst, Heine, Droste-Hülshoff, Gotthelf, Hebbel, Keller, Storm). Prerequisite: German 203 or 299.

303. German Romanticism.

A study of selections from the major writers of the Romantic Movement in Germany. Critical definitions of Romanticism and romantic theories of literature in connection with careful analysis of representative texts Die Brüder Schlegel, Wackenroder, Tieck, Novalis, Brentano, Eichendorff, E.T.A. Hoffman, Kleist, Heine). Prerequisite: German 203 or 299.

307. Goethe, Schiller and the Development of German Classicism.

An introduction to the life and works of Goethe and Schiller. Prerequisite: German 203 or 299.

310. Advanced Composition and Conversation.

Advanced training in oral and written German through reading, discussing, and writing about short literary works, newspapers, and special topics. Grammar review and study of language at advanced level. Prerequisite: German 299 or equivalent.

320. Individual or Group Study.

Specialized study, under guidance of the instructor, of an aspect of German literature or thought. Can be repeated. Prerequisite: a German 300 course or consent of instructor.

401. Independent Study.

Individual research problems under guidance of the instructor.

250. Special topics.

MODERN FOREIGN LANGUAGE.

340. Introduction to Linguistics and Phonetics.

A course designed for students interested in the structure and phonetics of modern languages.

Note: Courses in Russian are available to Monmouth students at Knox College.

MUSIC



RICHARD L. GRIFFITHS, *Assistant Professor, (On Leave, 1974-75)*
 MICHAEL E. SPROSTON, *Instructor, Acting Chairman*
 STEPHEN F. TERRONES, *Instructor*
 HEIMO A. LOYA, *Lecturer (Part-time)*
 WILLIAM DeJONG, *Lecturer (Part-time)*

The involvement of student musicians, amateurs, and future professionals, to make music and to assist in making music's meaning more widely and deeply understood, is one of the primary goals in the Monmouth Program. All music majors participate in group performance study to gain valuable professional training. Many non-majors, from fields as disparate as pre-medicine, chemistry, sociology, and economics, are members of performing groups. These include the Choirs, Wind Ensemble, Orchestra, Jazz Band, the Sound of Five, Chamber Singers, and Chamber Music Groups. The calendar of public appearances includes Concerts, Recitals, TV and Radio, domestic tours, and an occasional tour abroad.

The study of music offers a variety of opportunities for a career in music. When you study to be a performer or conductor you may choose to work with music for the concert hall, opera house, church, radio and television, films or the stage. You may prepare yourself to teach music at any level, from nursery school to conservatory. You may train for related fields, such as music merchandising and music library work. In addition to a wide range of financial rewards, a life spent in music is rich in opportunity for community service.

All music majors, irrespective of eventual specialization, are required to devote twelve courses to certain common disciplines.

These normally include (a) courses in harmony, analysis, dictation and ear training, (b) courses in the history and literature of music, (c) courses in private performance study, and (d) a Senior Seminar.

This prescribed curriculum is paralleled and followed by elective studies which enable the student to branch out into special courses of study designed to help him move toward his particular musical goal.

For example, the upper-class program for students who plan to teach music includes the teaching of music in elementary and secondary schools, instrumental and vocal techniques, secondary performance areas, independent study, and practice teaching.

DEPARTMENTAL MAJOR: Music 102, 103, 201, 204, 205, 321, 322, 323, 401, 402, and two courses of private performance study.

Note: (a) Students preparing for certification in music education with vocal emphasis should carry Music 312, 313, and an additional course in applied piano unless the student can demonstrate competence on the keyboard.

(b) A student preparing for certification in music education with instrumental emphasis should carry Music 314, and the equivalent of one additional course in secondary instruments.

SEMINARS AND INDIVIDUAL STUDY

401. Seminar.

Field trips to selected off-campus cultural events.

402. Independent Study.

May be repeated for credit.

PRIVATE PERFORMANCE STUDY

(Prerequisite: Consent of instructor.)

Instruction in solo performance is available through an audition on a uniform basis on one 30-minute individual lesson, with a minimum of one hour's practice daily, for one-sixth course credit per term. Music majors may elect to combine two one-sixth units (on a basis of two half-hour lessons) with a minimum of two hours' practice daily for one-third course credit each term.

A prerequisite for a major in music is the passing of an examination in functional piano before the junior year. Piano study for students who have had little experience with a keyboard instrument is strongly urged for the freshman year, as a tool for other work in music.

Odd numbers indicate a one-sixth credit per term; even numbers, one-third credit.

141 or 142. Organ.

145 or 146. Piano.

151 or 152. Voice.

155 or 156. Strings.

161 or 162. Woodwinds.

165 or 166. Brass and Percussion.

ENSEMBLES

Ensembles include: The Chamber Orchestra, Chamber Choir, small instrumental and vocal ensembles, the Concert Choir, the Wind Ensemble, the Jazz Band, the Sound of Five, and the highlanders. These groups ordinarily perform individually. However, several performers may be chosen from each group to share in a choral-instrumental or chamber music concert.

261. Chamber Music.

Instrumental and Vocal Chamber Music. (one-sixth course credit per term).

264. Concert Choir.

(One-sixth course credit per term).

267. Wind Ensemble.

(One-sixth course credit per term)

Registration for each of the above by permission of the instructor.

101. Introduction to Music.

This course is designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. Open to all students.

102. Theory of Music I.

An approach to the elements of music—melody harmony, rhythm, and form, as employed during the functional harmonic period through the development of skills in hearing, singing, keyboard, writing, and analysis.

103. Theory of Music II.

A continuation of Music 102.

201. Theory of Music III.

Advanced Harmony. A continuation of Music 103.

203. Counterpoint.

The principles of modern counterpoint. Analysis and composition of two- and three-part inventions. Introduction to canon and fugue.

204. Orchestration and Conducting I.

The study of orchestral instruments, their use in small and large ensembles, principles of conducting, interpretative study of both choral and instrumental scores with practical experience in arranging music for, and conducting campus musical groups.

205. Orchestration and Conducting II.

Continuation of Music 204.

312. Teaching Music in the Elementary Schools.

Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique.

313. Music Education I.

Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles and operetta production.

314. Music Education II.

Teaching and administration of instrumental music in public schools. Techniques of group instruction, materials, and equipment. Principles of organizing and teaching school orchestras and bands, including an intensive survey of literature.

321. History and Literature of Music I.

Music from the earliest times to 1750, especially concentrating on the Renaissance and Baroque periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of contrapuntal forms, e.g., the canon and fugue. Introduction to bibliographic materials and procedures for research in musical areas.

322. History and Literature of Music II.

Music from 1750 to 1900, the Classic and Romantic periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of the homophonic forms of music. Continued study of bibliographic materials and procedures.

323. History and Literature of Music III.

Music from 1900 to the present. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of serialism and other Twentieth-Century techniques. Continued study of bibliographic materials and techniques.

The Department of Philosophy offers a program of studies which is designed to meet the varied and developing interests and needs of today's students. This program includes courses which are particularly designed to acquaint the student with the nature of philosophical thought. They reflect the distinctive character of philosophy in providing opportunity for students in the sciences, history, literature, art, religion, and education to become aware of the presuppositions and implications of their disciplines. Such courses are:

- 101. Introduction to Philosophy.**
- 102. Introduction to Logic.**
- 210. Advanced Logic.**
- 211. Philosophy of Education.**
- 213. Philosophy of Religion.**
- 315. Aesthetics.**
- 316. Philosophy of Science.**

The Department also offers courses in the major systematic and historical areas of Philosophy. These courses, with those listed above, enable the student to pursue advanced undergraduate work in Philosophy and to become qualified for graduate study in Philosophy. Such courses are:

- 301. Greek and Medieval Philosophy.**
- 302. Modern Philosophy.**
- 303. Ethics.**
- 305. Contemporary Philosophy.**

A significant part of the program leading to a major in Philosophy includes seminars and independent studies. They provide students with the opportunity to study intensively in areas of their interest and ability.

DEPARTMENTAL MAJOR—A minimum of eight term courses in philosophy, including two terms of individual study. It is recommended that students distribute their work so as to have at least two courses in the history of philosophy and two courses in systematic philosophy.

DEPARTMENTAL HONORS—Graduation with departmental honors ordinarily requires a college cumulative grade point average of at least 3.0 and a departmental cumulative grade point average of at least 3.5. The student should apply for departmental honors during the first term of the junior year. In the senior year the student must submit to the philosophy faculty a senior thesis. To be awarded departmental honors, the thesis must carry the grade "pass with honors." Application forms, along with instructions governing submission of the thesis, are available from the department.

101. Introduction to Philosophy.

An introduction to the general field and methods of philosophy, and the basic problems in the philosophy of science and the philosophy of man and human culture.

102. Introduction to Logic.

A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.

210. Advanced Logic.

Techniques of symbolic logic and problems of logical theory.

211. Philosophy of Education.

Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, seniors. (This course may not be used to satisfy distribution requirements for graduation.)

PHILOSOPHY

213. Philosophy of Religion.

A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen. This course is also listed under Religious Studies.

301. Greek and Medieval Philosophy.

A study of the development of Greek and Medieval philosophy, with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to historical roots of contemporary problems. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

302. Modern Philosophy.

A continuation of 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: philosophy 101, or junior or senior standing. (alternate years)

303. Ethics.

An analysis of basic moral concepts and a study of their application in personal choice and decision, and of the principal historical and contemporary ethical theories. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

304. Political Philosophy.

Theories concerning the nature of the state, the nature of law, the authority of the state, and political obligation. A comparison of competing political philosophies. Prerequisite: Philosophy 101, or junior or senior standing.

305. Contemporary Philosophy.

Twentieth-century philosophy, its roots in 19th-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: Philosophy 301 and 302, or consent of the instructor. (alternate years)

306. Oriental Philosophy.

A study of the chief schools of thought of China and India, and their influence throughout the Orient. Prerequisite: 301 and 302 or consent of the instructor. (alternate years)

315. Aesthetics.

A study of values in literature, music, painting and other arts, with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

316. Philosophy of Science.

The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: Philosophy 101, or junior or senior standing.

SEMINARS AND INDIVIDUAL STUDY

Each philosophy major is expected to take at least two individual study courses during each of the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

401. Philosophy Seminar.

A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four courses in philosophy.

402. Philosophy Seminar.

A continuation of Philosophy 401.

405. Philosophy of History.

A study of theories concerning the nature of historical knowledge and an examination of their assumptions. Seminars or independent study. Prerequisite: Philosophy 301, 302.

411. Junior Independent Study.

Individual reading, reports and papers in areas of special interest to the student. Prerequisite: four courses in philosophy.

412. Junior Independent Study.

A continuation of Philosophy 411.

421. Senior Independent Study.

A continuation of Philosophy 411 and 412, culminating normally in the preparation of a senior thesis. Prerequisite: Philosophy 412.

422. Senior Independent Study.

A continuation of Philosophy 421. Prerequisite: Philosophy 421.

The following courses are available to Monmouth students at Knox College:

Social Philosophy (Philosophy 230).

19th Century Philosophy (Philosophy 380).



JACK M. STEGER(*Assistant Professor, Chairman, Director of Athletics*
 WILLIAM L. REICHOW, *Associate Professor*
 ROBERT G. WOLL, *Associate Professor*
 CAROL A. FREDERICKSON, *Assistant Professor*
 TERRY GLASGOW, *Assistant Professor*

The majority of students majoring in physical education are preparing to become teachers and/or coaches in the public school at either the elementary or secondary level. Our emphasis, therefore is to provide these students with a comprehensive background in physical education so that they can perform effectively upon graduation.

The department has an equally important function to present basic physical education activities to each member of the student body. These activities provide the students with desirable skills which will be of value to them in their leisure time, and the experiences will make them cognizant of the importance of maintaining a minimum level of physical fitness while here and after they leave college. Emphasis is on action, whether it be in the instructional, intramural, recreational, or intercollegiate program. The department offers a wide variety of activity courses which will satisfy the needs and interests of all students.

DEPARTMENTAL MAJOR: Each physical education major must successfully complete six basic skills courses and a minimum of eight courses approved by the department, including: 190, 210, 421, 422. In addition, women must take 209 and men must take two of the following: 317, 318, or 319.

All majors are required to show satisfactory performance on a standardized comprehensive examination in the third term of their junior year. Students will be charged a fee for this test.

TEACHING MAJOR: Students who wish to complete a program of study leading to certification for coaching and teaching physical education, should consult the Education section of this catalog and the chairman of the Education Department. In addition to the departmental major requirements, women must complete courses: 212, 213, Bio 217, 311, 315. Men must complete courses: 212, 213, Bio 217, 315.

SECOND TEACHING FIELD: Students selecting physical education as a second teaching field need written permission from the department chairman. They must take the following courses: 210, 212, 213, 315 and 421. Women will take 209 as the sixth course, while men till take one of the coaching courses, 317, 318, or 319 as the sixth course.

TOPICAL MAJORS: Students interested in recreation, physical therapy, or related areas may select these options as preparation for careers or graduate study in these specialties. Further information about these options can be obtained from the department chairman.

PHYSICAL EDUCATION

Basic Skills

One-sixth term course credit will be given for each basic skills course with a maximum of one course credit in basic skills to be counted toward the degree.

BSM 101. Speedball.

BSM 103. Basketball

BSM 104. Volleyball

BSM 105. Wrestling

BSC 110. Physical Fitness

BSW 112. Synchronized Swimming

BSW 113. Softball

BSW 114. Basketball

BSW 115. Volleyball

BSC 121. Beginning Bowling

BSC 122. Beginning Golf

BSC 123. Beginning Tennis

BSC 131. Swimming

BSM 132. Handball

BSC 133. Racquetball

BSC134. Archery

BSC 135. Fencing

BSC 136. Badminton

BSC 137. Life Saving

BSC 138. Water Safety Instruction

BSC140. Gymnastics

BSC 151. Advanced Bowling

BSC 152. Advanced Golf

BSC 153. Advanced Tennis

BSC 160. Cheerleading (Req. special permission for credit.)

PEC 200. Intercollegiate Sports

190. Foundations of Physical Education.

An introduction to the profession with emphasis on its history, principles, objectives, and professional opportunities.

209. Team Sports for Women.

An analysis of the skills necessary to perform selected team sports for women. The student must also demonstrate proficiency in each of the team sports selected.

210. Individual Sports.

An analysis of the skills necessary to perform selected individual sports. The student must also demonstrate proficiency in each of the individual sports.

212. Rhythmical Activities.

The fundamentals of rhythms, social, folk and square dance. Emphasis is placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to the methods of teaching.

213. Health Education.

A study of health and health education, including both public and school health. Emphasis is placed on program content and materials available in health for grades one through twelve.

Biology 217. Human Anatomy and Physiology.

(See Biology Department)

311. Elementary School Physical Education.

The development of the physical education program in the elementary grades. Emphasis is on program content and the methods of teaching physical education in the elementary school.

315. Kinesiology.

A mechanical and anatomical analysis of human motion. Prerequisite: Biology 217.

317. Coaching of Football.

A study of the methods and techniques of coaching football.

318. Coaching of Basketball.

A study of the methods and techniques of coaching basketball.

319. Coaching of Baseball and Track.

A study of the methods and techniques of coaching baseball, track and field.

320. Curriculum and Methods of High School Physical Education.

Methods of teaching physical education in the high school; also, the development of a high school physical education program. This course cannot be used for major requirements. Open only to juniors and seniors in the teacher training program.

325. Athletic Training and First Aid.

A study of athletic injuries and first aid with reference to safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment and rehabilitation of injuries. One-third credit.

420. Independent Study.

The independent study in physical education is developed under the guidance of the chairman of the department. Arrangements must be made with the department chairman prior to enrolling in this course.

421. Organization and Administration.

The administration of physical education in elementary, junior, and senior high schools, including the organization of physical education, athletic and intramural programs. Program objectives, scheduling, budgeting, equipment, and other related areas are covered.

422. Leadership Training.

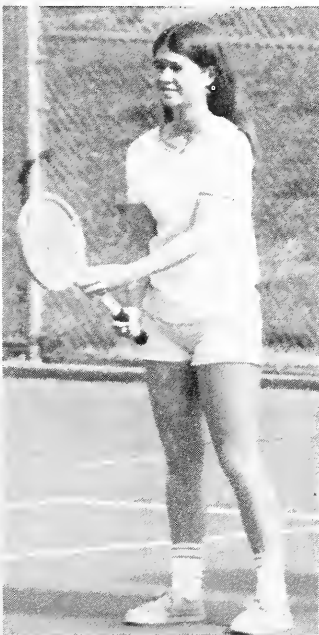
Designed to provide an internship-type of practical teaching and supervisory experience. Six experiences are required for the department major. One-sixth course credit for each experience.

425. Tests and Measurements in Physical Education.

A study of tests and measurements used in physical education. Emphasis is on the administration of tests and grading procedures.

430. Adaptive Physical Education.

A study of the role of exercise in rehabilitating prevalent disabilities in the disabled, medical liaison, fundamental concepts of adjustment and development of the handicapped.



PHYSICS

A. FRANKLIN JOHNSON, *Professor, Chairman*

CHARLES E. SKOV, *Professor*

PETER K. KLOEPPEL, *Associate Professor (On Leave, 1974-1975)*

It is the aim of the physics department to provide a strong physics experience within the context of the liberal arts tradition, to provide the training in physics that is important to other science students and to provide for humanities and social science students an understanding of the significance of physics for society.

The department provides the flexibility for students to prepare for positions in industry or secondary school teaching or to proceed to graduate study. Students may combine their major in physics with work in other departments. This may be done to provide another area of competence for the secondary school teacher, to give the student a double major or to prepare for graduate program in areas other than physics or physics-related fields (e.g. business administration or medicine).

Students interested in engineering have the opportunity of entering a three-two cooperative program. Students in such a program can major in physics and, with careful planning, can meet all the graduation requirements of Monmouth College in nine terms. They then go on to one of several institutions for two years of engineering study and an engineering degree.

Basic competence in physics within the framework of a liberal education, an understanding of the theoretical and experimental aspects of physics and their interaction in its historical development, and the development of the ability to learn independently are the goals of the physics major program.

DEPARTMENTAL MAJOR: A departmental major consists of a minimum of eight term courses including at least two term courses at the 300 level or above. In addition, the student must take the prerequisite mathematics courses. Students planning to pursue graduate studies should take the minimum of eight courses beyond the introductory sequence (110, 111, 112) and including 208, 210, 212, 302, 303 and either 308, 325 or 326. Programs may be planned with considerable flexibility to meet the individual student's needs with the approval of the adviser and the department.

103. Astronomy I.

Astronomical observation and instrumentation – telescoping, spectroscopy, radio astronomy. The solar system; the sun and other stars. Lecture and laboratory.

104. Astronomy II.

Associations of stars: clusters, galaxies. Theories of the universe, its origin, and its ultimate future. Present problems in astronomy. Lecture and laboratory. Prerequisite: Physics 103.

110. Introductory Physics.

(For science majors) Fundamentals of mechanics, heat and sound. Co-requisite: Mathematics 151.

111. Introductory Physics.

(For science majors) Fundamentals of electricity and magnetism. Continuation of Physics 110.

Prerequisite: Physics 110. Co-requisite: Mathematics 152.

112. Introductory Physics.

(For science majors) Fundamentals of optics, atomic and nuclear physics. Continuation of Physics 111.

Prerequisite: Mathematics 152 and Physics 111.

121. Introduction to Physics.

(For non-science majors) A descriptive course requiring a minimum of mathematics covering classical and modern physics.

122. Introduction to Physics.

(For non-science majors) Continuation of Physics

121. Prerequisite: Physics 121.

208. Intermediate Mechanics.

Dynamics, motion of a particle in 3 dimensions, systems of particles, rotational dynamics, gravitation, continuous media. Prerequisite: Physics 110, 111, and 112, Mathematics 251.

210. Electrical Measurements.

Theory and use of instruments for the precise measurement of electrical quantities. Error analysis, direct current and alternating current circuit analysis. Prerequisite: Physics 112.

211. Electronics.

A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 102 or 111 or permission of instructor.

212. Optics.

Geometrical and physical optics. Reflection, refraction, optical instruments, interference, diffraction, dispersion, polarization, laws of radiation. Prerequisites: Physics 112, and Mathematics 254 or permission of instructor.

302. Quantum Mechanics.

Introduction to quantum mechanics. Prerequisites: Physics 208, Mathematics 254.

303. Electricity and Magnetism.

An intermediate course in principles of electricity and magnetism. Prerequisites: Physics 112, Mathematics 254.

308. Atomic and Molecular Physics.

Fundamental particles, atomic and molecular structure and spectra, X-ray spectra, electronic structure of atoms. Prerequisite: Physics 302.

325. Solid State Physics.

An introduction to solid state physics, crystal structure, thermal, dielectric, magnetic properties of solids, band theory and semiconductors. Prerequisite: Physics 302.

326. Nuclear Physics.

An introduction to nuclear physics, nuclear atom, experimental techniques, static and dynamic properties of nuclei, nuclear stability and nuclear spectra. Prerequisite: Physics 302.

354. Classical Mechanics.

Theoretical classical mechanics, variational principles, Lagrange's and Hamilton's equations. Prerequisites: Physics 208, Mathematics 254.

355. Classical Electromagnetic Theory.

Advanced electromagnetic theory, Maxwell's equations and their applications. Prerequisites: Physics 303, Mathematics 254.

356. Statistical Physics.

Thermodynamics, kinetic theory of gases and introductory statistical mechanics. Prerequisites: Physics 112, Mathematics 254.

370. Physics for Secondary School Teachers.

Selected topics in physics under the guidance of an instructor. Offered only in summer or in-service institutes for teachers.

401. Seminar.

Special topics in physics. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

410. Independent Study.

Individual project in advanced theoretical or experimental physics chosen by the student in consultation with the staff. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

The following courses are available to Monmouth students at Knox College:

Advanced Mechanics (Physics 341).

Electromagnetism (Physics 342).

Quantum Mechanics (Physics 343).

PSYCHOLOGY

A. DEAN WRIGHT, *Assistant Professor, Chairman*
WILLIAM M. HASTINGS, *Assistant Professor*
CHARLES J. MELISKA, *Assistant Professor*

The Psychology Department curriculum is designed to offer students a broad exposure to the major areas of contemporary psychological thought. Therefore, course offerings reflect a breadth and a depth of scientific inquiry. While a major emphasis of the program is toward preparing students for more advanced study, attention is also directed to the sizable proportion of psychology graduates who enter related fields: primary, secondary, and special education; various community social agencies; business and industrial opportunities, among others.

A recently revised curriculum allows psychology majors a choice of 19 different courses and seminars. Ten of these courses are also open to non-majors, and three (Psych. 111, 121, and 131) may be taken without any prerequisite course. The program for majors emphasizes the application of various research and experimental methods to the study of behavior. Newly remodeled, well-equipped laboratories are available for research with both human and animal subjects. Seven courses (Psych. 201, 202, 315, 317, 324, 326, and 333) involve intensive laboratory work. Special topics (Psych. 250 and 350) of contemporary interest are offered each term and supplement the basic course offerings. These topics often reflect faculty research interests (drugs and behavior, animal learning, social learning, computer models of behavior, behavior modification, and vocational rehabilitation) and are normally presented as seminars.

Majors are encouraged to develop vocational skills by conducting independent studies in one or more of the social agencies within the community. These independent studies are designed to allow the student to apply the knowledge gained from course work to a particular problem within the agency and may be conducted at a sheltered workshop, a residential center for adult retardates, a school for handicapped children, a community center for the aged, a community center for youth, a mental health center and a state research hospital.

DEPARTMENTAL MAJOR: A departmental major consists of the following

- (a) A minimum of eight term courses in Psychology at the 200-level or higher. This must include 201, 202, at least three 300-level courses (including two from among 315, 317, 324, 326, 333), and Psychology 410.
- (b) Grades of C or better in 201 and 202 are required before majors are allowed to enroll in 315, 324, 326, 333, and 410. A grade of C in Mathematics 106 or a passing score on a proficiency examination administered by the department is a prerequisite for 201. Mathematics 103 is also recommended.
- (c) Undergraduate Record Examinations are required of all majors in the third term of their junior year.

INTRODUCTORY COURSES

111. Psychobiology and Conditioning.

Basic mechanisms of an organism's adaptation to his changing environment. A study of the principles of Pavlovian and instrumental conditioning and the physiological bases of sensation, motivation, and instinctive behavior.

121. Human Intelligence, Thought, and Memory.

The study of human behavior emphasizing behavior modification models of learning and information processing models of perception and cognition. An introduction to the principles of human learning, perception, and memory.

131. Personality and Social Behavior.

Consideration of the basic similarities and differences among persons in their reactions to the physical and social environment. The influence of others upon one's behavior as a participant in social groups. Topics include aggression and violence, identity formation, attitude change, social norms and values.

ADVANCED COURSES

One introductory course from among 111, 121, and 131 is the prerequisite for all advanced courses in the department. Additional prerequisites are indicated, in certain cases, under the course description.

201. Research Methods in the Behavioral Sciences I.

Introduction to basic skills in scientific methodology, the logic of statistical inference, and the presentation and communication of data via the scientific report. Fundamentals of probability theory and application of descriptive and inferential statistics to behavioral research. Laboratory. Prerequisite: Mathematics 106 or a passing score on the department's proficiency examination. (offered in alternate terms)

202. Research Methods in the Behavioral Sciences II.

An extension of Psychology 201 with an emphasis on the design and analysis of multi-factor experiments. Laboratory experience in design. Conduct, analyse and report psychological research. Prerequisite: Psychology 201, (Offered in alternate terms. Mathematics 103 recommended.)

203. Persuasive Communication and Propaganda.

See Speech 203.

231. Developmental Psychology.

Examination of development from conception through adulthood. An analysis of pertinent theories and research related to such processes as learning and perception.

250. Special Topics.

315. Animal Learning and Motivation.

A study of the acquisition, maintenance, modification, and extinction of learned behavior. The role of needs, incentives, and drive satisfaction in conditioning. Laboratory. Prerequisite: Psychology 202.

317. Physiological Psychology.

The role of physiological processes in the explanation of behavioral events. Electrochemical bases of neural conduction; physiology of sensation, sleep and dreaming; neural mechanisms in homeostasis, motivation and emotion. Theories of the biochemical basis of learning and drug action. Laboratory. Prerequisite: Psychology 111 and consent of the instructor.

324. Human Learning and Memory.

Emphasis on contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and learning of motor skills. Laboratory. Prerequisite: Psychology 202.

326. Perception.

A study of the data, theory, and techniques of perceptual research including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Laboratory; Prerequisite: Psychology 202.

333. Experimental Social Psychology.

An analysis of interpersonal behavior and social interaction in small groups. Emphasis is placed on current theories and research in attitude formation and change, and in various aspects of group behavior including interpersonal attraction, conflict resolution, conformity, and group problem-solving. Laboratory. Prerequisite: Psychology 202.

335. Psychopathology.

A study of the origin, symptoms and classifications of behavior disorders, including psychoneuroses, psychoses, psychosomatic disorders, mental deficiency, and character deviations. Comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two courses in psychology or consent of the instructor.

340. Personality.

An examination of the contributions of psychological theories and current research to the study of individual differences. Prerequisite: Two courses in psychology or consent of the instructor.

350. Special Topics in Psychology.

A seminar course on selected topic areas in psychology. The seminar permits an in-depth analysis of an important psychological problem or phenomenon. May be repeated for credit. Admission by consent of instructor.

351, 352. Independent Study.

Directed individual study in an advanced area of psychology. Topic chosen by the student in consultation with a member of the staff. May be repeated for credit. Admission by consent of instructor.

405. Theoretical Problems in Psychology.

A consideration of the historical and philosophical roots of modern psychology. Contemporary theoretical approaches to psychological phenomena. Restricted to senior majors.

410, 411, 412. Senior Research.

The development and completion of a research project, generally in the form of an experiment. Project chosen by the student in consultation with the staff. A formal oral presentation is expected at the conclusion of the project. Prerequisite: Psychology 202 and consent of the staff.

The following courses are available to Monmouth College students at Knox College:

Theories of Cognition (Psychology 301).

Advanced Developmental (Psychology 303).

History of Psychology (Psychology 311).

Principles of Psychological Testing (Psychology 314).

CHARLES J. SPEEL II, *Professor, Chairman*
J. STAFFORD WEEKS, *Professor*
PAUL H. McCLANAHAN, *Chaplain, Assistant Professor*

Courses in the department have four main objectives:

1. To develop in students a knowledge of the contents of the Bible, the use made of it in the past and present, the areas of study closely allied to it, and the relationship of such knowledge to other fields of study.
2. To help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.
3. To develop in students a knowledge and understanding of the historical and doctrinal role of Christianity and other religions.
4. To prepare students for the varied tasks of lay leadership and to build a foundation for graduate study in the case of those preparing for professional leadership in society and for teaching in the field of Religious Studies.

DEPARTMENTAL MAJOR: A minimum of 8 term courses, subject to the advice of the department.

01. Introduction to the Bible.*

An introductory study of the Old and New Testaments and the Apocrypha.

02. Introduction to Christian Thought.*

The major teachings of the Christian faith with special emphasis on contemporary Christian thought.

01. Old Testament Studies.

A study of the Old Testament, including literature and religious thought.

02. New Testament Studies.

A study of the New Testament, including literature and religious thought.

03. Christian Social Ethics.

A study of contemporary social and ethical problems, with particular attention to Christian responses to these problems. Guest speakers, knowledgeable of social and ethical concerns, assist in making the course relevant.

05. Catholic Doctrine.

A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Catholic clergyman and the chairman of the department of Religious Studies.

13. Philosophy of Religion.

See Philosophy 213.

RELIGIOUS STUDIES

250. Special Topics.

301. Archaeology of the Biblical World.

The bearing of archaeological and historical investigations on the life and literature of the Old and New Testaments, along with a study of the relationship of neighboring cultures.

311. Church History, Ancient and Medieval.

The Christian Church up to 1450 A.D., including a study of teachings, organization, ecclesiastical movements and church leaders.

312. Church History, Reformation and Modern.

The Christian Church from 1450 A.D. to the present, including a study of teachings, organization, ecclesiastical movements, and church leaders.

321. The Religions of India and the Middle East.

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Hinduism, Jainism, Zoroastrianism, Sikhism, and Islam.

322. The Religions of S.E. Asia, China, and Japan.

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Buddhism, Taoism, Confucianism, and Shinto.

SEMINARS AND INDIVIDUAL STUDY

333. Christian Education.

A study of the major writings in the field, coupled with a supervised field work program in the Christian education department of one of the local churches. Departmental consent required.

401. Seminar.

Open to sophomores, juniors, and seniors, subject to the consent of the department. Topics vary as the course is offered.

412. Reading Course.

On problems of interest to the student. Open only to students who include Religious Studies in their field of concentration.

423. Thesis Course.

On a subject of the student's own choosing. Open only to students who include Religious Studies in their field of concentration.

The following courses are available to Monmouth College students at Knox College:

Judaism, Catholicism and Protestantism (Religion 301).

Contemporary Theological Thinking (Religion 303).

*Required of majors: for exceptions confer with faculty of the department.

Sociology plays an important role in general liberal arts education by freeing the mind from the narrow limits of time, place and circumstance. Its study lends perspective to the social order in and by which human beings must survive and to the deepened understanding of life itself.

A fundamental task of sociology is to afford its students with an appreciation of the recurrences and regularities of human social affairs and to suggest alternative paths for the direction of these affairs.

Sociology students and faculty use the Monmouth community as a living laboratory for investigating social problems and issues. Recent research studied health needs and attitudes, suicide and mental health, and population changes. Local organizations and agencies cooperate in enriching the academic curriculum with field trips, guest speakers, and work experiences. Audio-visual resources and innovative techniques for individual and group instruction provide knowledge about, insight into, and understanding of social structure and human interaction. Students have access to an IBM 360 Model 65 computer for individual and class projects.

Freshman students normally concentrate on meeting the distribution requirements for graduation but first-year courses in sociology enable students to explore the field before declaring a major. Sophomore majors supplement the three-term sequence in Principles of Sociology with additional distribution requirements. Majors should plan to meet the Social Sciences and History requirement with courses in two departments other than Sociology. Biology and statistics are strongly recommended for the requirement in Natural Science and Mathematics.

Some students may study sociology for its general contribution to intellectual and emotional growth and understanding without regard to specific vocational goals. Career-oriented majors find satisfying positions in business, community planning, government, industry, personnel work, research, social welfare, and teaching. Requirement (f) in the Department Major recognizes these individual differences in educational and vocational interests. Through counseling, appropriate courses are chosen to strengthen and broaden the student's background for entry into either a vocation or advanced study.

DEPARTMENTAL MAJOR: A major in sociology consists of a minimum of 8 courses in the Department distributed as follows:

- (a) Principles of Sociology (three-term sequence). I: Concepts (221); II: Theory (222); III: Methodology (223)
- (b) Social Organization: one course from 321, 322, and 323
- (c) Social Processes: one course from 324, 325, and 326
- (d) Senior Seminars: two courses from 411, 412, 413, 414, 415, and 416
- (e) Contractual Study: 420
- (f) Four courses in other departments of the College as shall be considered relevant to the respective educational and vocational goals of individual students

DIVISIONAL MAJOR: For students wishing to complete a social science divisional major combining sociology with another discipline, the following courses fulfill the sociology component:

- (a) Principles of Sociology (three-term sequence). I: Concepts (221); II: Theory 222; III: Methodology (223)
- (b) One 300 level course from 321 through 326
- (c) One 400 level course from 411 through 416
- (d) One additional sociology course at the 300 or 400 level

SOCIOLOGY

AREAS OF CONCENTRATION: Students interested in fields related to sociology may select from three other areas of concentration.

- (a) **Anthropology.** The interdisciplinary study of anthropology, embracing archaeology, cultural anthropology, linguistics, and physical anthropology, is possible through use of the combined resources of Monmouth and Knox Colleges and the Newberry Library in Chicago. There is a focus on the cultures of Southwestern United States and South East Asia at Monmouth College and Meso-America at Knox College. A minimum of twelve courses is required including Soc. 101 or 221, 108, 224, 322 or 323, 325 or 326, 414, 415, and 420 plus selected courses in each of the four areas of distributional requirements. The courses in Language and Communication (Classics or Speech), Natural Sciences and Mathematics (Biology or Geology), Social Sciences and History (Government or History), and Fine Arts and Humanities (Art or Religious Studies) may be used to satisfy both the distributional and the major requirements.
- (b) **Health and Human Services.** Students planning careers in social work or health care delivery systems can select courses within the sociology major that will directly provide pre-professional backgrounds and may also undertake contractual study for an internship with one of the local community agencies serving Warren and adjacent counties such as the State Research Hospital, nursing homes, and rehabilitation centers.
- (c) **Law Enforcement.** For graduates of two-year programs in Law Enforcement Education at another institution or for those planning careers in criminal justice or law enforcement, the Department offers a capstone in sociology. In addition to emphasizing the study of deviant behavior, contractual study can be arranged for internships in appropriate settings.
- (d) **Special Programs.** The Department of Sociology is directly involved in the nursing program with Rush Medical School of Nursing through its offering of Soc. 227, Contemporary Perspectives on Health.

The Department of Sociology also regularly offers the following courses for inclusion within the East Asian Studies Program:

- 103. Societies Around the World
- 224. Cultural Anthropology
- 325. Social Processes II: Macroprocesses
- 415. Seminar in Comparative Social Systems

Upon occasion, the content of the following courses may also be relevant to the East Asian Studies Program.

- 250. Special Studies in Sociology
- 322. Social Organization II: Demographic and Ecological
- 413. Seminar in Problems and Issues
- 414. Seminar in Anthropology
- 420. Contractual Study

101. Introduction to Society.

Introductory description and analysis of the structure and dynamics of human society. Does not count toward a major except in anthropology.
(1 term course credit)

102. Social Problems.

Introductory survey of the sociological aspects of selected major contemporary social problems.
Does not count toward a major. (1 term course credit)

103. Societies Around the World.

Social anthropological study of selected types of societies, pre-industrialized to industrialized, in the major habitats of the world. Does not count toward a major except in anthropology. (1 term course credit)

221. Principles of Sociology I: Concepts.

Intensive study of the major sociological concepts used as tools for analysis of the structure and dynamics of human society. First course in the sequence in Principles of Sociology required of all department majors. Must be taken in sequence. (1 term course credit)

222. Principles of Sociology II: Theories.

Survey of major sociological frames of references for viewing social structures and social processes. Second course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. (1 term course credit)

223. Principles of Sociology III: Methodology.

Systematic, non-statistical study of the principles guiding sociological investigation; identification and formulation of research problems and issues, the explication of assumptions, the development of hypotheses, and assessment of the aptness of various research tools and techniques. Third course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. (1 term course credit)

224. Cultural Anthropology.

Anthropological perspective on man's origin and culture with emphasis on the uniformity and variation found in the social systems of institutions, technology, beliefs, attitudes, and values across time and space. (1 term course credit)

227. Contemporary Perspectives on Health.

The problem of health viewed across disciplinary lines with emphasis on: cultural definitions; social and personal handling; organization and administration of health care delivery systems; development, implementation, and evaluation of national health policies; and trends in health care. Required of all students in Rush Medical School Nursing Program. (1 term course credit)

250. Special Studies in Sociology.

An opportunity for non-majors in particular to examine selected problems and issues from a sociological perspective. May be repeated for credit. (1 term course credit)

321. Social Organization I: Typologies.

Intensive study of selected types of social organization developed as theoretical models of society. Emphasis on classical as well as modern formulation. (1 term course credit)

322. Social Organization II: Demographic and Ecological.

Intensive study of selected aspects of the interrelationship between the number and distribution of populations and their physical environments. Content variable with each offering but selected from Social Stratification, Demography, Population Problems, and Urban Sociology. May be repeated for credit. (1 term course credit)

323. Social Organization III: Institutional.

Intensive study of the normative patterns of behavior, value systems, and processes of interaction occurring within particular social institutions. Content variable with each offering but selected from the Family, Social Welfare, Political Sociology, Organizational Behavior, Sociology of Education, Sociology of Religion, and Sociology of Work. May be repeated for credit. (1 term course credit)

324. Social Processes I: Microprocesses.

Sociological study of social processes in the primary group setting. Emphasis on socialization of the self, small group dynamics, and definitions of the situation. (1 term course credit)

325. Social Processes II: Macroprocesses.

Intensive study of sociological contributions to understanding universal large-scale processes of social change and social mobility. Emphasis on the secularization, industrialization, urbanization, and bureaucratization of society and implications for the individuals, societies, and cultures involved. (1 term course credit)

326. Social Processes III: Control and Deviance.

Intensive study of conformity and deviance as processes and their consequences. Content variable with each offering but selected from Collective Behavior, Crime, Delinquency, Social Conflict, Social Control, the Sociology of Aging, and the Sociology of Mental Health. May be repeated for credit. (1 term course credit)

411. Seminar in Theory.

Advanced study of the development of sociological theory. Content variable with each offering but selected from History of Social Thought, Contemporary Sociological Theory, and Constructing Models of Social Theory. (Offered first term only.) (1 term course credit)

412. Seminar in Methodology.

Advanced study of selected problems of techniques and methodology in sociological research.

(Offered second term only). (1 term course credit)

413. Seminar in Problems and Issues.

Advanced study in depth of a single social problem or issue such as drug addiction, alcoholism, liberation movements, race relations, sex discrimination, social revolution, or suicide. May be repeated for credit. (1 term course credit)

414. Seminar in Anthropology.

Advanced study of a selected topic in anthropology. Content variable with each offering but selected from Culture and Personality, Field Study in Anthropology, Area Study, Techniques of Anthropological Research, and Theory in Anthropology. May be repeated for credit. (1 term course credit)

415. Seminar in Comparative Social Systems.

Advanced study in depth of selected social systems emphasizing the comparative, cross-cultural, multidisciplinary approach. May be repeated for credit. (1 term course credit)

416. Seminar in Urban Sociology.

An intensive off-campus, living-in experience within the urban community of Chicago. Offered as a part of the Urban Studies Program of the Associated Colleges of the Midwest. (4.5 term course credits)

420. Contractual Study.

Sociology and anthropology majors may contract for a research project which demonstrates the ability to use an appropriate frame of reference consisting of relevant concepts, theory, and technique to investigate a problem, issue or theme of interest to the student. Majors in other areas of concentration may contract for an internship with a community health, human service, law enforcement, or justice agency if these can be mutually arranged. Prerequisite: Sociology 411 and 412. Students normally require two terms to complete the required work. (1 term course credit)

JOHN R. FOXEN, *Professor, Chairman*
JEAN E. LIEDMAN, *Professor*
JAMES L. DeYOUNG, *Assistant Professor*
WILLIAM F. PFUDERER, *Assistant Professor*

In a world that is experiencing increasingly rapid changes in communication concepts and practices and in a college which supports the liberal arts principle, we encourage our majors to develop a broad background of knowledge, interests, and abilities relevant to human communication.

The Department offers three broad areas of study: Interpersonal and Mass Communication, Theatre and Cinema Arts, and Speech and Language Development. In consultation with the Department, specific programs can be worked out with students according to their needs, interests, and abilities.

The Interpersonal and Mass Communication program is recommended to those students who want a broad liberal arts preparation for possible careers in Administration, Public Relations, Business Management, Law, Politics, and other professions, or for graduate study in Speech or Communications. It is further designed to prepare students for careers in commercial and educational media. Academic preparation is coordinated with the college radio station, video taped recording, and film and photography facilities, offering an environment for study and practice.

The program in Theatre and Cinema Arts is focused on a general level toward encouraging greater understanding and appreciation of theatre and cinema on the campus as a whole. It also offers basic preparation for careers in theatre, television, radio or film. Students have opportunities to act, direct, and learn the details of set design-construction, costuming, lighting, makeup, box-office operation, publicity, and house-management. The resources of the Audio-Visual area, including cameras, recorders, and editing equipment, are available for student use.

The Speech and Language Development program prepares the student to go to graduate school for additional professional training and certification. A student with an advanced degree and certification can choose from a wide range of career opportunities in teaching therapy, and research in clinics and hospitals, government and educational institutions. Clinical practice for students is conducted at the discretion of the Department at Warren Achievement School, Head Start, and the Public School System in Monmouth and surrounding areas.

The Department sponsors a cocurricular Center for the Study of Communication Arts which functions to organize, support, and develop communication experiences in three broad areas: intercollegiate, on-campus, and the Monmouth community. Students are encouraged to participate in the activities of the Center.

A Major Profile Program sponsored by the Department gathers such information as personality characteristics, career interests, and academic characteristics which is shared by the student and his adviser and in turn is used not only to guide a major in making important choices affecting his present life and future growth but also to provide data useful to the Department in curriculum design and educational decision-making.

SPEECH - COMMUNICATION

DEPARTMENTAL MAJOR:

- (a) A minimum of eight courses, only one of which can be at the 100 level. At least one course in each of three areas: Interpersonal and Mass Communication, Theatre and Cinema Arts, and Speech and Language Development. SCA 220 is required of all majors. Participation in extracurricular activities is expected also.
- (b) No more than the equivalent of three full term courses of Communication Arts Workshop (100, 200, 315, 445) fractional courses may be applied toward a departmental major.
- (c) Satisfactory performance on the Undergraduate Program Field Test (ETS) is required of all majors who are concentrating in the Theatre and Cinema Arts and the Speech and Language Development areas.

100. Theater Workshop.

Open to all students. Credit is given for satisfactory participation in the production of plays including both acting and the technical areas of scene construction, lighting, costuming, and makeup. May be elected for a maximum of 12 terms. One-sixth course credit per term.

101. Interpersonal Communication.

The study of human speech, its functions and forms, and the elements comprising the process of communication. Opportunities to engage in speaking situations are provided in order to facilitate the learning of communication concepts and to improve speaking competence.

110. Introduction to Theatre and Cinema.

Open to all students. Through readings of plays, filmscripts and selected writings on production and criticism, this course is designed to give a student a critical platform upon which to base his own evaluations of dramatic and cinematic art. Planned viewing of both plays and films is an integral part of the course.

120. Cross Cultural Communication.

An analysis of the process and problems of verbal and nonverbal communication between persons and groups from different cultures. Language is studied as an instrument in shaping man's personality and his culture.

200. Debate Seminar.

The theory and practice of intercollegiate debating. Enrollment by consent of the instructor. May be elected a maximum of six terms. One-third course credit per term.

203. Persuasive Communication and Propaganda.

Designed to help students understand that persuasion is a process in which people interact verbally and nonverbally in order to effect changes in each other's beliefs, attitudes, and behavior. Propaganda is studied as a specialized form of persuasion. Opportunity to prepare and present persuasive efforts will be given in order to facilitate better learning of concepts basic to persuasion.

205. Mass Media and Modern Society.

An inquiry into mass media—the forces which created them and the effects they are having on man and society. Special attention will be given to the several theories of mass communication and to the nature of the individual media, particularly cinema, radio and television. Whenever possible, first-hand experience with the media will be encouraged.

210. Oral Interpretation of Literature.

The art and techniques of reading aloud are studied as acts of creative communication. Solo and group performance of all types of literature stresses analysis, mental and emotional assimilation of ideas, and the techniques for projection of same to an audience.

212. Principles of Acting.

This course introduces the student to the art and history of acting. Practical application of theory and training in technique is obtained through exercise and performance in selected scenes. Prerequisite: Consent of the instructor.

215. Stagecraft and Scene Design.

A study of the technical and theoretical elements of dramatic production, combined with practical exercises in drafting, design, lighting, costuming, and makeup. Prerequisite: Speech 110 or consent of the instructor.

220. Voice and Phonetics.

Data from the science of acoustics and anatomy will be used to expand the student's knowledge of how an effective voice is produced. Phonetic symbols are studied as to types and placement for improving clarity in ordinary communication, for learning dialects to be used in acting, for teaching sounds to speech handicapped children and for sensitizing students to different social dialects.

222. Language Learning and Pathologies.

The process of normal speech development and the causes and types of disorders are studied.

250. Special Topics.

Topics selected on the basis of student and faculty interest. Business and Professional Communication, Theatre of Revolt, State Movement and Awareness, American Musical Theatre, Stage Make-Up, and Nonverbal Communication have been offered.

303. Discussion and Group Dynamics.

A study of the dynamics of small group deliberations with emphasis on communication behavior, participation, and leadership. Topics are examined using formal and informal methods of discussion and parliamentary procedure.

307. Organizational Communication.

The analysis of organizational communication and the learning techniques of public presentation and interview forms of oral communication.

311. History of the Theater.

A survey of the theater of the Western world from pre-Greek to the 19th century. Emphasis on the evolution of play writing, acting, and directing, production elements, audiences, and theater architecture. Although material insures integration with courses in dramatic literature offered by other departments, the approach is primarily theatrical.

312. Oriental Theater.

A study of the methods of presentation, actors and acting, reading of texts in translation, production of plays, with emphasis on the cultural influence of the theater in Asian societies.

315. Oration Seminar.

Theory and practice of extemporaneous speaking, oratory, and oral interpretation designed for intercollegiate competition. Enrollment by consent of the instructor. May be elected a maximum of six terms. One-third course credit per term.

316. Principles of Stage Directing.

A course designed to introduce the beginning student to the practical and theoretical aspects of directing. Readings in directing theory are combined with exercises in play selection, analysis, pictorial composition, stage movement and general production planning. Each student casts and directs a short scene or a one-act play. Prerequisite: Speech 215 or consent of the instructor. (alternate years)

322. Language Rehabilitation.

Clinical techniques, management, and treatment of speech disorders. Laboratory work required.

340. Introduction to Linguistics and Phonetics.

See Modern Foreign Language 340.

401. Independent Study.

An individual program of reading and research under the guidance of the instructor.

403. Seminar in Speech Communication.

A course for speech communication majors designed to coordinate studies in interpersonal and mass communication, theatre and cinema arts, and speech and language development.

410. Independent Study.

A continuation of 401.

445. Advanced Play Production.

Complete production of a play for laboratory or public performance along with suitable written analysis. May be elected a maximum of three terms. Prerequisite: Speech 316. One-third course credit per term.



SPECIAL COURSES

This section of the catalog contains a number of special courses and programs in which the offerings cut across existing departmental lines or combine departmental offerings in new ways.

INTERDISCIPLINARY COURSES

190. Man and His Language.

An interdisciplinary course which will present the broadly cultural aspects of language and place special emphasis on the history of language, the structure of language, linguistics, semantics.

191. Man and His Communication.

An interdisciplinary study of the principles, forms, and uses of human communication, with a strong emphasis on involvement in communication. The course will introduce the student to verbal and non-verbal communication, to usage, to figurative language, and to affective and cognitive uses of language in general.

250. Special Topics.

Individual courses in this area must be approved by the Curriculum Committee. The Curriculum Committee will also determine for each course whether or not it meets a distribution requirement.

302. American Studies.

An interdisciplinary examination of American Culture between 1920 and 1960. Both literature and the arts will be studied with emphasis on the broad cultural movements which stimulated and united these forms of artistic expression. In addition to reading representative prose, poetry and essays, the class will view the works of American artists contained in the collections of the National Gallery, the Smithsonian Institution, and other pertinent galleries. This course is taught in the Washington House Program.

340. Introduction to Linguistics and Phonetics (No knowledge of a foreign language required.)

Reserve Officers' Training Corps — R.O.T.C.

LIEUTENANT COLONEL JOHN E. ESHELMAN, *Professor of
Military Science*

MAJOR ROBERT A. MCCARTHY, *Assistant Professor of Military Science*

CAPTAIN BRYAN A. SUTHERLAND, *Assistant Professor of
Military Science*

The department focus is toward introduction of the student to the fundamental disciplines used in defense management and security planning. In association with the balance of a liberal arts educational experience, the departmental offerings aid in developing leadership and managerial skills, creative thinking and effective writing. The curriculum includes a broad range of academic subjects designed to expand student perceptions in reference to the defense establishment and to provide intellectual challenge, thereby promoting independent judgment, objective analysis and self-development.

The courses, although offered through a cross-enrollment agreement with Knox College, are scheduled and taught on the Monmouth campus, and are open on an elective basis to all students in addition to those participating in R.O.T.C.

See R.O.T.C. page for additional information.

Students pursuing a commission as a second lieutenant in the Army are required to satisfactorily complete the courses outlined below in their Junior and Senior years. Other students may enroll in any course as an elective with permission of the instructor or the military science department. All courses below meet twice a week with a two-hour leadership laboratory every other week.

MILITARY SCIENCE

Military Science III

MS 301. Methods of Instruction

Introduction to the principles and techniques of oral communications with emphasis on individual initiative and ingenuity. Concentration on lesson planning, control of interest, effective speaking, and the process of communicating ideas to a specific audience. Practice in preparation and presentation of short speeches. Half course credit. Fall Term.

MS 302. Interpersonal Relations and Organizational Effectiveness

An examination of the interrelation between the scientific management and human relations schools of thought concerning organizational effectiveness. Focus on the influence processes, and development of social exchange skills while achieving effective organizational performance. Half course credit. Winter Term.

MS 303. Introduction to Tactical Operations

Study of the organization, composition, and capabilities of small military teams. Includes principles and techniques of individual and squad tactics in varying stress situations with an overview of platoon operations. Half course credit. Spring Term.

MILITARY SCIENCE IV

MS 311. The Evolution of International Strategies

Introduction to the structure and dynamics of the international political system; addresses itself to major changes in the relations of nation states and military implications on U.S. foreign policy. Areas discussed are the systems components, use of force among nations, contemporary world events, and internal defense and development against insurgency. Half course credit. Fall Term.

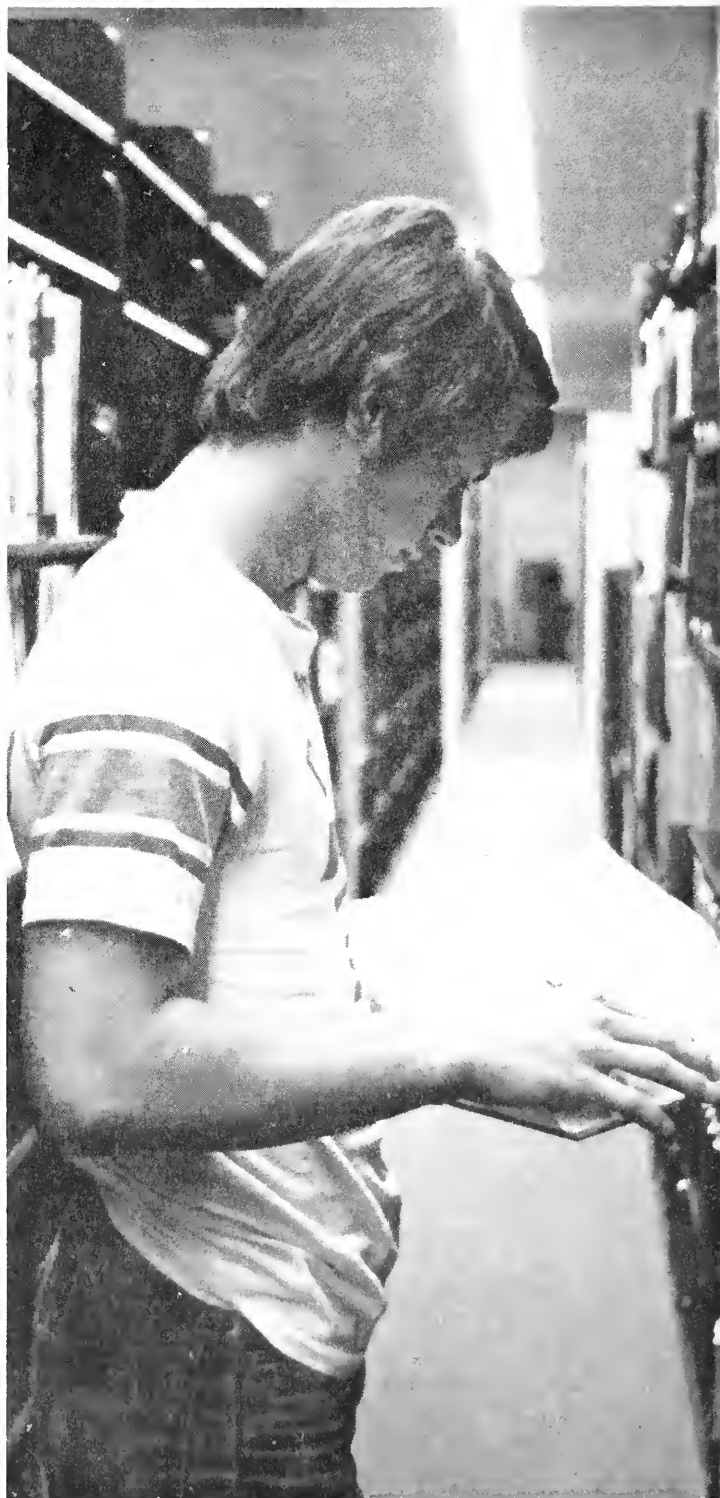
MS 312. Administration and Staff Operations

The application of fundamental concepts of military justice, staff operations, and unit administration. Principal subject areas are organization and functions of the staff (personnel management, the intelligence cycle, logistics), plus the human relationships aspects of leadership. Half course credit. Winter Term.

MS 313. Small Unit Tactical Operations

Mission, organization, and composition of basic military teams; includes principles of offensive and defensive tactical operations with emphasis on planning, troop leading procedures, and fire support coordination. Half course credit. Spring Term.

DIRECTORIES



THE MONMOUTH COLLEGE SENATE

Responsibility for the control and operation of the entire program of the College is vested by charter in the Monmouth College Senate. Meeting three times a year, the Senate sets policy for the College, oversees the activities of the faculty and administration and works with both groups in establishing plans for the long-range development of the institution.

Senate members come from widely varied geographical areas and represent a number of occupations and professions. The Senate includes six operating committees: Academic Affairs, Admissions, Development and College Relations, Finance and Business Affairs, Nominations and Degrees, and Student Affairs.

The Officers

DEBOW FREED, President, Monmouth College, Monmouth, Illinois, *ex officio*.

LEE L. MORGAN, *Chairman*; President, Caterpillar Tractor Company, Peoria, Illinois.

N. BARR MILLER, '28, *Vice Chairman*; Partner, Haynes & Miller, Counselors at Law, Washington, D.C.

MRS. H. A. LOYA, '40, *Secretary of the Senate*; Monmouth, Illinois.

MRS. JACK BENNETT, *Assistant Secretary of the Senate*; Monmouth, Illinois.

ROBERT E. ACHESON, '28, *Treasurer*; Operations Supervisor (Retired), Illinois Bell Telephone Company, Monmouth, Illinois.

Senate Emeriti

ROBERT T. McLOSKEY, Legislative Consultant, Monmouth, Illinois.

Senate Membership

JOHN C. BAILAR, JR., Professor of Inorganic Chemistry, University of Illinois, Urbana, Illinois.

BENJAMIN F. BAILAR, Senior Assistant Postmaster General, U.S. Postal Service, Washington, D.C.

LAWRENCE BECK, Senior Vice President, Waste Management, Inc., Oak Brook, Illinois.

PETER H. BUNCE, President, The Bunce Corporation, St. Louis, Missouri.

CORTLEY BURROUGHS, Pastor, First United Presbyterian Church, Alton, Illinois.

JOSEPH CAMPBELL, JR., '48, Contracting Manager, Chicago Sales District, Bethlehem Steel Corporation, Chicago, Illinois.

MRS. ANTON CASTAGNOLI, '51, Owner, Cock Robin Ice Cream Company, Naperville, Illinois.

HERBERT CHANNICK, President, Metropolitan Structures, Inc., (Retired), Chicago, Illinois.

ROBERT J. CLENDENIN, '26, Attorney, Monmouth, Illinois.

KENNETH E. CRITSER, Partner, Kritzer, Stansell and Critser, Attorneys at Law, Monmouth, Illinois.

ROGER J. FRITZ, '50, Consultant, Robert E. Nelson Associates, Elmhurst, Illinois.

JOHN S. GILMORE, Senior Research Economist, Denver Research Institute, Denver, Colorado.

The Honorable PATRICIA HOFSTETTER, '48, Judge, Whittier Municipal Court, Whittier, California.

GORDON JACKSON, '40, Dean, Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania.

J. ALLAN JOHNSON, '56, President, Continental Restaurant Systems, Inc., Moline, Illinois.

SIGMUND KUNSTADTER, Chairman (Retired), The Formfit Company, Chicago, Illinois.

WILLIAM M. LeSUER, '48, Vice President, Research and Development, The Lubrizol Corporation, Cleveland, Ohio.

JAMES M. LEXVOLD, '55, Chairman of the Board, Sauk Valley Manufacturing Company, St. Charles, Illinois.

MRS. RALPH A. LIDDLE, Fort Worth, Texas. (Honorary Director)

DANIEL M. MacMASTER, President and Director, Museum of Science and Industry, Chicago, Illinois.

A. BRUCE MAINWARING, Chairman of the Board, Uniform Tubes, Inc., Collegeville, Pennsylvania.

JAMES W. MARSHALL, M.D., '36, Physician, Monmouth, Illinois.

GRAHAM McMILLAN, '37, Vice President, Research and Development, Commercial Solvents Corporation, Terre Haute, Indiana.

HUGH MOFFETT, '31, Former Assistant Managing Editor, LIFE Magazine, New York, New York.

PETER A. NELSON, '54, Vice President, Needham, Harper & Steers, Chicago, Illinois.

JAMES J. NIXON, JR., '50, Partner, Nixon, Gray & King, Attorneys at Law, Boston, Massachusetts.

WILLIAM R. O'NEILL, Pastor, Westminster Presbyterian Church, Peoria, Illinois.

ANDREAS A. PALOUMPIIS, Dean of the College, Illinois Central College, East Peoria, Illinois.

BLAIR A. PHILLIPS, JR., President, Shearson, Hammill and Co., Inc., New York, New York.

WILLIAM C. PINE, '39, Assistant Director, Ford Motor Company Fund, Dearborn, Michigan.

ODELL E. POWERS, President and Chief Operating Officer of Turbodyne Corporation, Minneapolis, Minnesota.

MRS. JAMES SCHRAMM, Civic Leader & Homemaker, Burlington, Iowa.

JOHN W. SERVICE, '35, Division Manager, Salary Administration, Deere & Company, (Retired), Monmouth, Illinois.

MRS. M. J. SPARKS, Assistant Curator, Art Institute in Chicago, Chicago, Illinois.

HARRISON I. STEANS, Chairman of the Board, LaSalle National Bank, Chicago, Illinois.

CLAYTON V. TAYLOR, '26, President Emeritus & Director, Herndon Federal Savings & Loan, Herndon, Virginia.

FRED H. WACKERLE, '62, Management Consultant, Partner, McFeeley, Wackerle Associates, Chicago, Illinois.

PAUL E. WARFIELD, '24, President, Warfield-McCullough, Monmouth, Illinois.

DONALD G. WHITEMAN, '49, Executive Vice President, United Bank of Arizona, Phoenix, Arizona.

H. DONALD WINBIGLER, '31, Academic Secretary, Stanford University, Stanford, California.

THE FACULTY

DEBOW FREED 1974
President, B.S., U.S. Military Academy, 1946;
M.S., University of Kansas, 1961;
Ph.D., University of New Mexico, 1966.

Professors Emeriti

EVA H. CLELAND, Professor of English Emerita.

PAUL CRAMER, Associate Professor of Mathematics Emeritus.

DOROTHY DONALD, Professor of Spanish Emerita.

ROBERT W. GIBSON, President Emeritus.

MARTHA M. HAMILTON, Assistant Professor of Art Emerita.

THOMAS H. HAMILTON, Professor of Appreciation of Art Emeritus.

HEIMO A. LOYA, Professor of Music Emeritus.

ALBERT C. NICHOLAS, Professor of Education Emeritus.

MADGE SANMANN, Professor of Sociology Emerita.

SAMUEL M. THOMPSON, Alumni Professor of Philosophy Emeritus.

CHARLES E. WINGO, Professor of Education Emeritus.

BENJAMIN T. SHAWVER, Professor of Education Emeritus.

Active Faculty

AHMAD, SAIYAD FAREED 1972
Instructor of Sociology. B.A., Lucknow University (India), 1953; M.A., *ibid.*, 1955.

ALLISON, DAVID C. 1962
Professor of Biology. B.S., University of Illinois, 1956; M.S., *ibid.*, 1957; Ph.D., Pennsylvania State University, 1960.

ARRISON, JOHN D. 1962
Associate Professor of Mathematics. B.S., Michigan State University, 1956; M.S., *ibid.*, 1958, Ph.D., University of Iowa, 1970.

BALL, ELWOOD H. 1953
Director of Financial Aid and Assistant Professor of Music. B. Mus., University of Michigan, 1947; M. Mus., *ibid.*, 1952.

BEHRING, DANIEL W. 1971
Dean of Students and Assistant Professor. B.A., Ripon, 1962; M.A., Ohio University, 1964; Ph.D., *ibid.*, 1969.

BLUM, HARLOW B. 1959
Associate Professor of Art. B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966. (Resident Director, ACM East Asian Studies Program, Japan, 1974-75.)

BOONE, G. E. 1965
Lecturer in Oriental Art. Commander, USN (Retired).

BOONE, KATHARINE P. 1965
Lecturer in Oriental Art. A.B., Monmouth College, 1930; M.A., Pennsylvania State University, 1936.

BOSWELL, GRACE H. 1962
Associate Professor of English. A.B., LaGrange College, 1949; M.A., University of Georgia, 1952; Ph.D., *ibid.*, 1960.

BOSWELL, R. D., JR. 1962
Professor of Mathematics. B.A., Mississippi State University, 1950; M.S., *ibid.*, 1951; Ph.D., University of Georgia, 1957.

BOWMAN, MILTON L. 1959, 1968
Professor of Biology. B.S., University of Louisville, 1951; M.A., University of Missouri, 1954; Ph.D., *ibid.*, 1959.

BRETT, CECIL C. 1963
Professor of Government and History and Director, East Asian Studies. B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph.D., University of Michigan, 1956.

BUCHHOLZ, ROBERT H. 1950
Professor of Biology. B.S., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957.

CROW, MARY B. 1946
Associate Professor of History. A.B., Monmouth College, 1941; Ph.M., University of Wisconsin, 1945.

DADONNA, JACK 1973
Lecturer in Education. B.S., Mansfield State College, 1956; M.Ed., Pennsylvania State University, 1958; C.A.S., *ibid.*, 1962 (part-time)

DAVENPORT, F. GARVIN 1947
Professor of History. A.B., Syracuse University, 1927; A.M., *ibid.*, 1928; Ph.D., Vanderbilt University, 1936.

DAVISSON, ANNA M. Reference Librarian and Assistant Professor of Library Science. B.A., Indiana University, 1961; M.A., <i>ibid.</i> , 1963.	1965	JOHNSON, A. FRANKLIN Professor of Physics. B.S., University of Alberta, 1938; M.A., University of Toronto, 1947; Ph.D., <i>ibid.</i> , 1949.	1966
DeYOUNG, JAMES L. Assistant Professor of Speech-Communication Arts. A.B., Beloit College, 1959; A.M., Bowling Green University, 1960; Ph.D., University of Minnesota, 1974.	1963	JOHNSON, J. PRESCOTT Professor of Philosophy. A.B., Kansas City College, 1943; A.B., Kansas State College, 1946; M.S., <i>ibid.</i> , 1948; Ph.D., Northwestern University, 1959.	1962
EBERSOLE, MARYLOU Lecturer in Education. B.A., Swarthmore College, 1946; M.S., Purdue University, 1967.	1972	JONES, BERWYN E. Associate Professor of Chemistry. A.B., Nebraska Wesleyan University, 1958; Ph.D., Kansas State University, 1965.	1963
EPLEY, DEAN G. Professor of Sociology. B.A., Kent State University, 1947; M.A., <i>ibid.</i> , 1950; Ph.D., Michigan State University, 1953.	1970	KENNEDY, ADELE Associate Professor of English. B.A., University of Iowa, 1927; M.A., <i>ibid.</i> , 1928.	1946
FERNANDEZ, JUAN Lecturer in French and Spanish. B.A., Monmouth College, 1966.	1972	KETTERER, JOHN J. W.P. Pressly Professor of Biology. B.S., Dickinson College, 1943; Ph.D., New York University, 1953.	1953
FOX, BERNICE L. Associate Professor of Classics. A.B., Kentucky Wesleyan College, 1932; M.A., University of Kentucky, 1934.	1947	KIRK, CAROLYN T. Instructor of Sociology. B.A., Michigan State University, 1967; M.A., <i>ibid.</i> , 1969. Ph.D., <i>ibid.</i> , 1974.	1972
FOXEN, JOHN R. Professor of Speech-Communication Arts. B.A., Morningside College, 1950; M.A., State University of Iowa, 1951; Ph.D., <i>ibid.</i> , 1957.	1970	KLOEPPEL, PETER K. Associate Professor of Physics and Mathematics. B.S., University of North Carolina, 1952; M.S., University of Illinois, 1954; Ph.D., University of Chicago, 1963. (On leave, 1974-75)	1967
FREDERICKSON, CAROL A. Assistant Professor of Physical Education. B.S., University of Illinois, 1961; M.A., Northwestern University, 1968.	1974	LEEVEER, RICHARD S. Associate Professor of English. B.A., Illinois College, 1947; M.A., University of Texas, 1949; Ed.M., University of Illinois, 1954; Ph.D., <i>ibid.</i> , 1961.	1961
FRITSCHI, HELEN V. Instructor of German. B.A., College of Wooster, 1960.	1970	LIEDMAN, JEAN E. Professor of Speech-Communication Arts. A.B., Monmouth College, 1927; A.M., University of Wisconsin, 1935; Ph.D., <i>ibid.</i> , 1949.	1936
GLASGOW, TERRY L. Assistant Professor of Physical Education. B.A., Parsons College; M.A., Northeast Missouri State, 1970.	1972	LIN, CHI Y. Assistant Professor of Government. A.B., Tunghai University, 1961; M.A., Kansas State University, 1966; Ph.D., Southern Illinois University, 1969.	1969
GRIFFITHS, RICHARD L. Assistant Professor of Music. B.M.E., Wichita University, 1964; M.M.E., <i>ibid.</i> , 1966. (On leave, 1974-75)	1967	LITVIN, DAVID S. Instructor of Business Administration. B.A., University of Southern California, 1971; M.B.A., <i>ibid.</i> , 1972.	1973
HASTINGS, WILLIAM M. Assistant Professor of Psychology. B.S., Loyola University, 1962; M.A., Southern Illinois University, 1966; Ph.D., <i>ibid.</i> , 1969.	1968	MATTHEWS, MARGARET Lecturer in Art. Bachelor of Design, University of Michigan, 1949; M.A., Art History, University of Chicago, 1970.	1971
HAUGE, HARRIS R. Head Librarian and Professor of Library Science. B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.	1963	McCLANAHAN, PAUL H. Assistant Professor of Religious Studies and College Chaplain. A.B., College of Wooster, 1937; B.D., Union Theological Seminary, 1942; S.T.M., <i>ibid.</i> , 1970.	1964
HERBSLEB, JAMES R. Professor of Economics and Business Administration. B.A., College of the Pacific, 1947; M.A., Temple University, 1949; J.D., School of Law, Temple University, 1949.	1956	McCLINTOCK, ROY M. Associate Professor of Government. B.A., University of Oklahoma, 1948; M.A., <i>ibid.</i> , 1949; Ph.D., University of Missouri, 1961.	1966
HOY, DANIEL J. Assistant Professor of Chemistry. B.S., University of Wisconsin, 1962; Ph.D., Pennsylvania State University, 1970.	1973		

McNAMARA, R. JEREMY	1964	SPITZ DOUGLAS R.	1957
Associate Professor of English. B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph.D., Michigan State University, 1961.		Associate Professor of History. A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph.D., <i>ibid.</i> , 1964.	
MELISKA, CHARLES J.	1969	SPROSTON, MICHAEL E.	1968
Assistant Professor of Psychology. B.A., College of Wooster, 1963; M.A., Case Western Reserve, 1968, Ph.D., <i>ibid.</i> , 1970.		Instructor of Music. A.B., Monmouth College, 1964; M.A., University of Iowa, 1966.	
MITCHELL, C. DEAN	1973	STEGER, JACK M.	1971
Professor of Chemistry. B.A., Monmouth College, 1957; Ph.D., University of Illinois, 1963.		Assistant Professor of Physical Education. GB.S., New Mexico State University, 1951; M.S., Indiana University, 1957. (On leave, 1974-75)	
MOULDING, MURRAY B.	1967	TERRONES, STEPHEN T.	1973
Assistant Professor of English. B.A., Cornell University, 1961; M.A., University of Iowa, 1965; M.F.A., University of Iowa, 1966.		Instructor of Music. B.M.E., Wichita State University, 1964; <i>ibid.</i> , M.M.E., 1973.	
NAGEL, TERRY M.	1970	THEURER, HANS D.	1971
Assistant Professor of Chemistry. B.A., Macalester College, 1965; Ph.D., University of Minnesota, 1970.		Instructor of Business Administration. B.S., Indiana University, 1970; M.B.A., <i>ibid.</i> , 1971.	
NEIHAUS, STEPHEN M.	1974	TSELOS, GEORGE D.	1969
Lecturer in Art; B.A., University of Iowa, 1970; M.A., University of Iowa, 1972.		Assistant Professor of History. B.A., Carleton College, 1961; M.A., University of Minnesota, 1965; Ph.D., <i>ibid.</i> , 1970. (ACM Newberry Library Program 1974-75)	
OSBORNE, HARRY W.	1965	URBAN, WILLIAM L.	1966
Professor of French and Associate Dean of the College. B.A., University of Iowa, 1943; M.A., <i>ibid.</i> , 1945; Ph.D., University of Wisconsin, 1949.		Associate Professor of History. B.A., University of Texas, 1961; M.A., <i>ibid.</i> , 1963; Ph.D., <i>ibid.</i> , 1967. (Resident Director, ACM Arts of Florence Program, Florence, Italy, 1974-75)	
PFUDERER, WILLIAM F.	1972	VAN RYSWYK, RON	1972
Assistant Professor of Speech-Communication Arts. B.A., Western Illinois University, 1971; M.A., <i>ibid.</i> , 1971.		Dean of the College and Professor of Education. B.S., Northwest Missouri State, 1951; M.S., <i>ibid.</i> , 1957; Ed.D., Syracuse U., 1960.	
REDMON, ROBERT B., JR.	1972	WALTERSHAUSEN, GEORGE L.	1966
Assistant Professor of Philosophy. B.S., North Carolina State U., 1961; M.A., U. of North Carolina, 1966; Ph.D., <i>ibid.</i> , 1969.		Assistant Professor of Art. A.B., Knox College, 1961; M.A., University of California, Berkeley, 1963.	
REICHOW, WILLIAM L.	1965	WEEKS, J. STAFFORD	1959
Associate Professor of Physical Education. B.S., University of Iowa, 1956; M.A., <i>ibid.</i> , 1957.		Professor of Religious Studies. A.B., Juniata College, 1942; B.D., United Theological Seminary, 1945; Ph.D., University of Chicago, 1962.	
SCHIRNER, SILAS W.	1973	WILLHARDT, GARY D.	1967
Registrar, and Associate Professor. B.S.E., Drake University, 1950; M.E., Eastern New Mexico University, 1963; Ph.D., University of Iowa, 1967.		Associate Professor of English. A.B., Monmouth College, 1960; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.	
SHOEMAKER, HOMER L.	1961	WILLIAMS, LYMAN O.	1963, 1969
Lecturer in Accounting. B.S., University of Denver, 1950; M.B.A., <i>ibid.</i> , 1965; Certified Public Accountant, 1961.		Professor of Geology. B.S., University of Georgia, 1955; M.S., State University of Iowa, 1959; Ph.D., <i>ibid.</i> , 1962.	
SKOV, CHARLES E.	1963	WILLS, DONALD L.	1951
Professor of Physics. A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.		Professor of Geology. B.S., University of Illinois, 1949; M.S., <i>ibid.</i> , 1951; Ph.D., University of Iowa, 1971.	
SOLOMON, MARCIA J.	1973	WOLL ROBERT G.	1935
Lecturer in Education. A.B., Earlham College, 1965; M.A., University of Chicago, 1967. (Part-time)		Associate Professor of Physical Education. B.S., Monmouth College, 1935; M.S., University of Illinois, 1941.	
SORENSEN, FRANCIS W.	1973	WOODALL, DEWEY	1971
Assistant Professor in Education. B.S., Wheaton College, 1960; M.S., Northern Illinois University, 1964; Ed.D., University of Illinois, 1973.		Instructor of Economics. B.A., University of South Florida, 1967; M.A., University of Iowa, 1970.	
SPEEL, CHARLES J., II	1951		
John Young Professor of Religious Studies. A.B., Brown University, 1939; S.T.B., Harvard University, 1949; S.T.M., <i>ibid.</i> , 1950; Ph.D., <i>ibid.</i> , 1956.			

WRIGHT, A. DEAN
Assistant Professor of Psychology. B.A., Fort
Hays Kansas State College, 1959; M.S., *ibid.*, 1959;
Ph.D., Texas Christian University, 1969.

1970

ADMINISTRATION AND STUDENT SERVICES

ADMINISTRATIVE OFFICERS

DR. DE BOW FREED
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DR. RON VAN RYSWYK
Dean of the College

DR. DANIEL W. BEHRING
Dean for Student Development Services

GLEN D. RANKIN, '43
Director of College Relations

JAMES A. BLENDER, '68
Director, Finance and Business

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Dean of the College

DR. HARRY OSBORNE
Associate Dean of the College

DR. SILAS W. SCHIRNER
Registrar

HARRIS R. HAUGE
Head Librarian

WITOLD NOVAK
Director, Audio-visual Services

THE REVEREND PAUL H. McCLANAHAN, '37
Chaplain

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Dean for Student Development Services

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Director of Admissions

ROBIN ROSE
*Administrative Assistant to the
Director of Admissions*

CAROLYN WILSON
Coordinator, Residence Life

THOMAS WATERS

*Coordinator, Counseling and Career
Development Services*

DOUGLAS M. BARR

Coordinator, Campus and Student Center Activities

ELWOOD BALL

Director, Financial Aid

CEOLA HOLLAND, R.N.

Coordinator, Health Service Facilities

COLLEGE RELATIONS DEPARTMENT

GLEN D. RANKIN, '43

Director, College Relations

GORDON YOUNG, '61

Director of Deferred Giving

JOSEPH L. BOTON

Assistant Director, College Relations

CYNTHIA KEITHLEY, '73

*Administrative Assistant to the
Director of College Relations*

BUSINESS OFFICE

JAMES A. BLENDER, '68

Director, Finance and Business

DONALD W. KETTERING, '55

Director, Personnel, Purchasing, and Plant

ROSELEA HOANE

Supervisor, Data Processing

WILLIAM HUTCHINS, '36

Supervisor, Office Services

RAY SWEARINGIN

Supervisor of Buildings and Grounds

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MONMOUTH, ILLINOIS 61462

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